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ABSTRACT

Presented is the final report of a project to develop and field test audio and visual media to accompany developmentally sequenced activities appropriate for a physical education program for handicapped children from preschool through high school. Brief sections cover the following: the purposes and accomplishments of the project; the population served (children in the Los Angeles City Schools), the project's focus (physical education for the handicapped), and scope of the project; procedures for staffing the project, for involving professional experts, for involving remedial physical education teachers, for producing S8mm loop films and audio-tape cassettes, and for field testing the materials with 2,800 students; and field test findings supporting the value of the materials developed. The bulk of the document consists of appended material with information on audio and visual media in five areas: motor and movement skills (such as guided running, rolling a ball, and catching hoops), playground and recreation skills (such as sand play, basketball, and soft tumbling), rhythmic skills (walking, German clap dance, and rhythm circle), swimming skills (breath control, back float, and beginning stroke), and physical fitness (running endurance, jumping jacks, and balance). Casesette tapes and S8mm loop films for each activity are described in terms of who the program was planned for, the participants in field testing, the skill involved, length, summary, narration, instructions for the photographer, and instructions for the students. (SBH)

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FINAL REPORT
Project No. 142709
Grant No. OEG-0-9-142709-3463 (607)

DEVELOPMENT OF AUDIO AND VISUAL MEDIA TO ACCOMPANY SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED

Dr. Dorothy B. Carr, Principal Investigator
Lyonel D. Avance, Project Coordinator

LOS ANGELES UNIFIED SCHOOL DISTRICT

Los Angeles, California

July 31, 1972

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Special gratitude is expressed to the principals of schools where remedial physical education teachers were assigned. They were most helpful in reviewing materials produced by the project team and in cooperating during the field testing phase of the project. Included in this group were: Mr. Jonathan Adams, Mrs. Celeste Baker, Miss Rosalie Calone, Mrs. Kathleen Curnow, Mrs. Rhoda Freeman, Dr. William Hirsch, Mr. Norman Levine, Mr. Fred Lull, Mr. Steven Mark, Mr. Harry Schmoll, Mr. Clayton Shehorn, Mrs. Jane Toland, Mr. Stanley Wauchope, and Mrs. Shirley Wolk Mangin.

Thanks is expressed to the program advisors of the Special Education Branch central staff for the help and encouragement and for their reactions to materials. Included in this group are: Mrs. Marjorie Huserik, Mr. Ralph Salaway, Mr. Morris E. Hay, Mr. William Starr, Dr. Louis Bernoff, Mrs. Marjorie Gage, Mrs. Carole Rich, Mr. Eugene Greenfield, and Mrs. Mary Ann Mallis.

Acknowledgement is given to the principal consultants who assisted the staff during planning, designing, and evaluation of various aspects of the project. Dr. Bryant Cratty met with the staff to preview materials and provide valuable guidance. Dr. Jack Keogh previewed sample materials and offered many suggestions. Dr. Gerald Gardner reviewed materials and offered suggestions.

Gratitude is offered to additional consultants who provided services in the development and review of materials. They are Dr. Genevie Dexter, Dr. Walter Crowe, and Dr. Daniel Arnheim.

Most of all we thank the remedial physical education teachers who met with the staff twice monthly to examine materials as they were being developed and who worked with us in the planning and filming of the 8mm loop films. These teachers made us welcome in their schools, gave abundantly of their time, and helped us solve many problems. This group includes: Jay Alleman, Richard Blackburn, James Breen, Karen DePauw, Connie Engvall, Jack Goldsmith, Herbert Haas, Sidney Hallburn, Barbara Liberti, Kris von Hoetzendorf, Pamela Jackson, Walter Jaquith, Anthony Musica, Ronald Riccitelli, Maria Rodriguez, Harry Schwartz, Eleanor Smith, Gloria Tyner, Waldon Williams, Edward Smith, Revella Smith, Dennis Basso, Claire Adler, Janice Milgrim, Charles Hayes, and Annie Levy.

Gratitude is expressed to Miss Sylvia Lopez, typist. Mrs. Sue Reames is deserving of special recognition for her skilled typing and for her continuing service as secretary to the staff during the final year of the project.

Miss Anita Delfs is given special thanks for the services she provided as teacher coordinator and as script writer and coproducer of the audio and visual materials for the project.

Lyonel D. Avance

Lyonel D. Avance
Project Coordinator

Dorothy B Carr

Dorothy B. Carr
Principal Investigator

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I. SUMMARY

OBJECTIVES

The purpose of the Phase I project was to develop and field test developmentally sequenced instructional activities appropriate for a comprehensive physical education program for handicapped pupils from pre-school through high school. Guidelines were provided for the developed sequenced instructional activities in five areas of physical education with suggestions for teachers and references available for additional information. The five areas included: motor and movement skills, playground and recreation skills, rhythms, swimming skills, and physical fitness. The sequenced materials provide appropriate physical education activities for all categories of handicapped pupils. The intent of the physical education activities is to emphasize remediation of deficiencies and the development of the less permanently afflicted parts of the body. In addition, for the further planning for individualization of instruction in the above-mentioned five areas, a sample screening and/or assessment device and audio-tapes and motion picture film cartridges were developed. The physical education aspect of the instructional program for handicapped pupils is an integral part of a system-wide plan to reorganize and reconstitute instructional offerings for handicapped pupils in the Los Angeles City Unified School District based upon an assessment-service center model.

The purpose of Phase II of the project was the development of audio and visual media to support the sequences developed in Phase I.

The first purpose was to produce and field test 50 developmentally sequenced instructional S8mm single-concept loop films as a visual library to be used to individualize instruction in conjunction with the guidelines developed in Phase I. These loop films are to be provided in each of the five areas mentioned above. The efficacy of such film loops was pre-tested with the sample loops developed in Phase I.

The second purpose was to produce and field test an auditory library of 50 developmentally sequenced instructional single-concept cassette tape cartridges in each of the five areas, to be used to individualize instruction in conjunction with the guidelines developed in Phase I. Sample tapes were pre-tested during Phase I to assure their merits.

Furthermore, the development of the single-concept loop films and cassette cartridges has been coordinated so that the media may be used individually or together.

ACCOMPLISHMENTS

Fifty developmentally sequenced instructional S8mm single-concept loop films were produced and field tested. These loops were assembled into instructional kits and were used to individualize instruction in physical education for the handicapped.

Fifty audio tape cassettes were developed for coordinated use with the loop films and also separately.

The loops and tape cassettes were duplicated and sets of the materials were used in the Special Education schools.

II. INTRODUCTION

A. COMMUNITY SERVED BY THE PROJECT

Los Angeles City Unified School District

The school system is comprised of twelve areas, kindergarten through the twelfth grade, a Career and Continuing Education Division, and a Special Education Branch - which are administered by one Board of Education composed of seven members who are elected for four-year terms by the electorate living within the system. Each of the areas is decentralized while the Career and Continuing Education Division and the Special Education Branch remain centralized.

The 1971-72 pupil enrollment in the Los Angeles City Schools, as shown below, makes the school system the nation's second largest.

Schools	Pupil Enrollment
Area A Schools (K-12)	75,583
Area B Schools (K-12)	57,603
Area C Schools (K-12)	65,550
Area D Schools (K-12)	47,769
Area E Schools (K-12)	49,754
Area F Schools (K-12)	40,491
Area G Schools (K-12)	47,653
Area H Schools (K-12)	36,460
Area I Schools (K-12)	49,711
Area J Schools (K-12)	43,775
Area K Schools (K-12)	52,518
Area L Schools (K-12)	65,412
Total L.A. City Unified School District	632,279

B. PUPILS SERVED BY THE PROJECT

In the Los Angeles City Schools during 1970-71, over 27,000 exceptional children were enrolled in Special Education Branch schools and classes. These pupils are served by the Branch through special instructional programs and services. Exceptional children include those with handicaps of vision, hearing, speech, or other severe physical limitations, as well as those with marked limitations in educational abilities, and those with accompanying social and emotional difficulties. Of the 27,000 pupils, 3,000 are multihandicapped. In addition, over 7,000 pupils classified as educable mentally retarded are enrolled in special classes within the regular Area schools of the district.

C. THE PROBLEM

During the last decade, considerable attention has been focused on the physical fitness of American children and youth. Chiefly as a result of studies by Campbell and Phondorf (7), Knuttgen (30), and Kraus and Hirschland (31), serious doubts have been raised concerning the strength and physical vitality of the young people of this country. The AAHPER Youth Fitness Test Manual (1), published in 1958, provided national norms on a battery of seven motor performance tests for normal boys and girls ranging in age from 10 to 17 years. In 1965, revised norms (25) were released based on the same test battery. It is becoming evident that these present norms of physical fitness and ability for normal children do not appear to be appropriate for assessing mentally retarded and multi-handicapped children.

Educators, clinicians, and legislators, within recent years, have begun to pay increased attention to the need and possibilities of improving the physical, intellectual, and social performance of retarded children. These children, who have great difficulty engaging in abstract thought processes and organizing written and verbal information, seem to learn primarily by doing. Thus, while motor ability and physical agility may be important to the "normal child," in the life of the mentally retarded child, it is of paramount importance.

Benton (5) crystallized this point most clearly when he stated that a genius can afford to be a "motor moron," but a person whose intelligence quotient measures 50, cannot. In fact, many educators and researchers feel that the retardate's ability to perform motor skills may well determine whether he will attain a reasonable degree of social competence. For this reason, the establishment of adequate criteria for assessing basic motor and other physical skills of mentally retarded and multi-handicapped children, could have significant implications. Such a set of criteria could provide means for prescribing individualized remedial physical education training programs for these handicapped children.

Many physical education teachers of children in regular schools and classes are very cautious when attempting to provide similar activities for children with physical handicaps. On the other hand, many teachers qualified in special education have not had preparatory courses in physical education for the handicapped. It is then easy for such teachers to excuse pupils with handicaps from physical education or to give them a rest period. Throughout the nation many handicapped youngsters may be found in regular classes with teachers lacking background to meet their special individualized physical education needs.

The need therefore indicated a form of audio and/or visual instruction that could be used by the student as an auto-instructional device under the supervision of the teacher. This more effectively individualized physical education instruction for children with special needs because of their handicaps. It is said that a good picture is worth a thousand words. These audio-visual materials reassure a teacher who is insecure when working with the handicapped with regard to instructional procedures that will help the pupil's physical development.

D. SCOPE OF THE PROJECT

The prime objectives of this project were to produce and field test developmentally sequenced instructional single-concept S8mm loop film and tape cassette cartridge libraries to accompany the guidelines developed in the Phase I project. These materials are to be used to implement individualization of the remedial physical education program for handicapped children. A search of the literature has not produced any audio-visual media suitable to accompany the Phase I project and the purposes for which the materials are intended to be used. Hence, the materials in this Phase II project have been developed.

Specific objectives of the project include the following:

- To plan, produce, and field test a library of developmentally sequenced instructional single-concept S8mm loop films to be used in conjunction with the guidelines developed in the Phase I project. (All major levels identified in the guidelines in the five areas mentioned below will have accompanying single-concept loop films provided.)

- To plan, produce, and field test a library of developmentally sequenced instructional single-concept tape cassette cartridges in five areas to be used in conjunction with the guidelines developed in the Phase I project. (The S8mm loop films and tape cassette cartridges are to be coordinated so that they may be used alone or in combination.)

- To in-service teachers of physical education for the handicapped and administrators of Special Education Branch schools as to the use of the guidelines in conjunction with the S8mm loop films and tape cassette cartridges.

III. PROCEDURES

A. STAFFING THE PROJECT

Dorothy B. Carr, Ed.D., is the Principal Investigator of Phase I and Phase II of this project. Dr. Carr is currently Assistant Director, Special Education Branch, Los Angeles City Unified School District. During her many years with the Los Angeles City Schools, she has been a teacher of the physically handicapped, multi-handicapped, retarded, and emotionally disturbed; a supervisor, and a principal in schools for the handicapped. She is a registered physical therapist, earned her bachelor's and master's degrees in physical education at Stanford, and her doctorate is in educational administration and supervision at the University of California at Los Angeles. Dr. Carr is presently the National Past President of the Division Educators of The Physically Handicapped, Homebound, and Hospitalized, Council for Exceptional Children, NEA.

Lyonel D. Avance is the Project Coordinator of Phase I and Phase II of this project. Mr. Avance has been a specialist, a consultant, and a teacher for secondary boys' physical education, 1948-69. He has coordinated the writing of the Boys' Physical Education Teaching Guide for the Los Angeles City Unified School District, as well as the production of supplemental publications on golf and weight training. He has been associated with the production of various 16mm and 8mm (loop) educational films. He also has served as Coordinator of the Southern California High School Golf Program. He has been Assistant Director of the Southern California Lifetime Sports Education Project of AAHPER. He also has served as both a teacher and director of instructional swimming programs for children and adults. Mr. Avance received both his bachelor's and master's degrees from the University of California at Los Angeles.

Miss Anita Delfs is the Teacher Coordinator and Curriculum Specialist for Phase I and Phase II of the project. Miss Delfs has served as a consultant for Girls' Secondary Physical Education 1966-67 and as a special elementary physical education teacher 1967-70. She has been active in staff development and in in-service training programs for both the elementary and secondary teachers of the Los Angeles City Unified School District from 1961-70. She has been a teacher and department chairman of physical education in the secondary schools. She also has taught (remedial) physical education. In addition, she has been a counselor, and health coordinator. Her experiences also include service as a training teacher for the University of California at Los Angeles for student teachers; and as an instructor at Los Angeles City College, and at California State College at Los Angeles.

Miss Carole Brown served as a Curriculum Specialist in Phase I of the project. Miss Brown has served as an Elementary Curriculum Specialist for the Los Angeles City Unified School District in physical education and motor development for 1968-69 and as a member of the California State Department of Education Framework Committee in Physical Education. She served for six years as a supervising teacher for the University of California at Los Angeles for student teachers. She has been active in the leadership of in-service training classes, institutes, and workshops planned for elementary teachers in the fields of physical education and motor development. She was a teacher in elementary schools for twelve years. She taught pupils in grade levels K-6, the educationally handicapped, and the educable mentally retarded. Her experiences include participation in the development of an experimental program in perceptual-motor learning for children with specific learning disabilities. She also served as a special elementary school physical education teacher. Miss Brown received her bachelor's and master's degrees from the University of Southern California. Miss Brown left the project in 1971 for a promotional opportunity in the Los Angeles City Schools, Special Education Personnel Office.

B. INVOLVING PROFESSIONAL EXPERTS

1. Outside the District

Dr. Bryant J. Cratty, Director, Perceptual Motor Learning Laboratory, University of California at Los Angeles, met with the project team and reviewed all the films and tapes. Dr. Cratty is the author of many books and monographs on motor learning, perceptual motor performance, and the perceptual motor attributes of mentally retarded children. He reviewed all materials, provided guidance on the scope and sequence of the physical education activities to be included, offered suggestions, presented new publications, discussed teaching methods and procedures, and ways of working with particular categories of pupils, specifically the mentally retarded, the educationally handicapped and emotionally disturbed.

Dr. Genevie Dexter, Consultant in Health, Physical Education, and Recreation for the California State Department of Education, met with the project team several times. She spent many hours reviewing the films and tape cassettes, and discussed methods and curriculum development. The ideas contributed and the suggestions given were most helpful. Dr. Dexter is responsible for remedial physical education programs for the handicapped in California.

2. Within the District

District school administrators and central office personnel were utilized initially as well as frequently during the project. Principals of the Special Education schools met with the project staff to react to the first tentative materials written and to undergo orientation as to the nature of the project and the role they would play in its successful completion. The principals provided many suggestions and reactions which helped the staff

in designing the course of action to be followed in subsequent months. The principals and their schools participating in the project included the following:

Jonathan Adame - Harlan Shoemaker School
Mrs. Celeste Baker - Mary E. Bennett School
Miss Rosalie Calone - Frances Blend School
Mrs. Kay Curnow - East Valley School
Mrs. Rhoda Freeman - Marlton Elementary & Secondary School
Dr. William Hirsch - Charles LeRoy Lowman Elementary School
Norman Levine - Pacific Boulevard School
Fred Lull - C. Morley Sellery School
Mrs. Shirley Mangin - James J. McBride School
Steven Mark - West Valley School
Harry Schmoll - Widney High School
Horace Stinson - Sven Lokrantz School
Mrs. Jane Toland - Benjamin Banneker School
Stanley Wauchope - Diane Leichman Secondary School

Central Office program advisors met with the project staff regularly to provide assistance in developing the material for films and tape cassettes. The program advisors included: Mrs. Mary Ann Mallis, Coordinator of Programs for the Deaf and Hard of Hearing; Dr. Louis Bernoff, Special Projects Analyst; Mrs. Stella Cable, Coordinator, Psychological Services; Norbert Castel De Oro, Coordinator, Media; Patrick Estes, Program Coordinator of Specially Funded Programs; Mrs. Beatrice Gold, Preschool-Primary Coordinating Teacher; Eugene Greenfield, Specialist, Educationally Handicapped; Morris E. Hay, Supervisor, Student Rehabilitation and Occupational Training; William Starr, Supervisor for the Mentally Retarded and Multiply Handicapped; Ralph Salaway, Supervisor, Programs for the Blind and Partially Seeing; Mrs. Mildred Shehorn, Instructional Planning Coordinating Teacher; Robert Williams, Program Coordinator of Instructional Programs.

C. INVOLVING REMEDIAL PHYSICAL EDUCATION TEACHERS

Throughout the planning and development of the curriculum materials, the project staff met a minimum of two to three times monthly in regular half-day meetings with the remedial physical education teachers. These teachers were assigned to one or more schools for the handicapped four and one-half days per week. They spent the remaining half-day each week in various staff development meetings and activities concerning the project. Meetings were scheduled and organized to cover a variety of topics designed to improve the quality of the instruction guidelines and to gain reactions and recommendations from the teachers about the project plans, sequences, and materials.

In addition, these teachers provided assistance in selection of pupils participating in remedial physical education, as well as planning appropriate activities to meet pupil's needs from the loop films and cassettes. Some of the meetings were held at school locations and included demonstration lessons by using the physical education sequences, loop films and tape cassettes. In-service sessions were held regularly during which time the films and tape cassettes were evaluated in conjunction with individualization of instruction, and the problem solving approach to instruction based on actual use of the guidelines with pupils.

Approximately once a month, teachers were visited and observed at their schools. Visitations, conducted by a member of the project staff, were for the purpose of observing the use of the project material with children, and included a scheduled consultation with the teacher.

In addition, orientation meetings were held for Special Education Branch school principals on a regular basis. These meetings were used to clarify the role of the remedial physical education teacher in the school, as well as to receive input from the principals concerning curriculum needs and media developed.

D. PRODUCING S8mm LOOP FILMS AND AUDIO-TAPE CASSETTES

To further individualize instruction in the five physical education areas, audio-tapes and silent S8mm motion picture film cartridges were developed. Several films, selected from each of the five physical education sections, were produced to illustrate and describe techniques of various skills and activities.

Each sample film loop is two to three minutes in length and demonstrates the performance of a specific skill or activity. The performers in the loops are pupils in the Special Education schools for the handicapped. A variety of types of handicaps are shown using pupils representative of the school population.

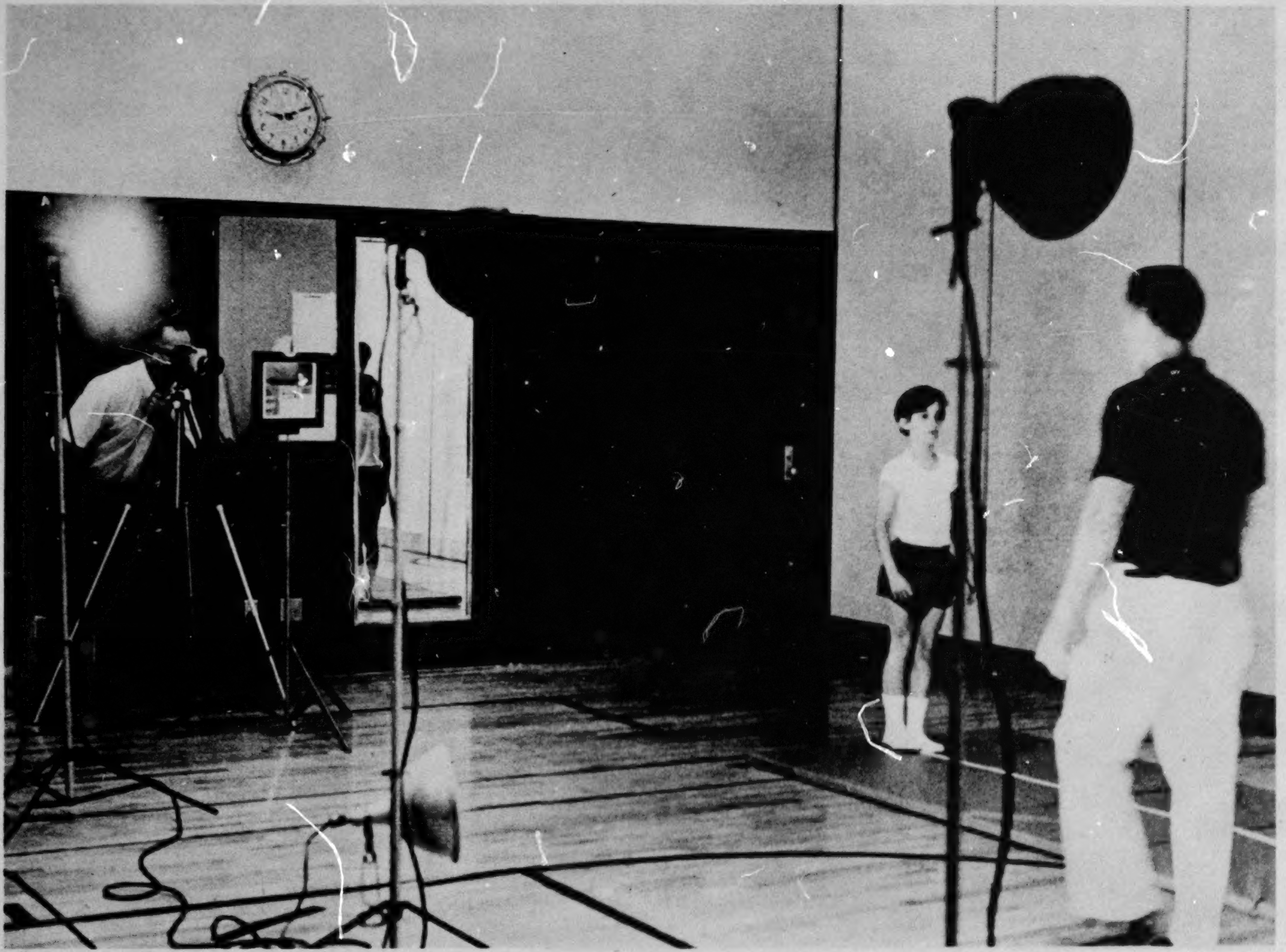
Remedial physical education teachers in various schools assisted the project team in the production of the sample film loops. They selected the children to be photographed, and arranged and prepared the site for filming.

A shooting script was prepared by the project staff to cover a single concept taken from the physical education sequences for the handicapped. The pupil was then photographed while performing the selected sequence skill.

After much research and evaluation of film loops previously produced for physical education, a plan was developed for the content and the filming technique of the project film loops. Each film included the following types of scenes and shots:

1. Full shot, wide angle, of the entire skill, front view, repeated twice at 18 frames per second.

2. Full shot, wide angle, of entire skill, front view, slow motion, 50 frames per second.



3. Full shot, entire skill, 3/4 or side view, repeated twice, 18 frames per second.

4. Full shot of entire skill, 3/4 or side view, slow motion, 50 frames per second.

5. Close-up of center of interest, slow motion, 50 frames per second.

All original footage was made on Kodachrome II color reversal film. The amount of film shot on the school site was usually four or five times the amount actually required for a loop. After processing, the original film was edited into a sample loop of the required length.

The original master loop was duplicated by means of a contact printing process, and the duplicates were cartridged. The sample cartridges were boxed, labeled, and assembled into sets for distribution to the remedial physical education teachers in the Special Education Branch schools for field testing and evaluation.

Special evaluation instruments for the film loops were devised with the help of consultants from the audio-visual department of the Los Angeles City Unified School District and the Federal Project Analyst. These evaluation instruments were used to measure the remedial physical education teachers' and pupils' reactions after the use of the film loops with the pupils in remedial physical education classes.

Sample audio-tape cassettes were produced to accompany the sample film loops. Detailed scripts were prepared which gave directions and described the actions in each sample film loop. The script included instructions that allowed the sample tapes to be synchronized, if desired, with the projection of the sample film loops. The sample audio tapes are also usable without the loop films.

The sample audio tapes were produced with inexpensive recording equipment. When a satisfactory master tape had been produced, it was duplicated by using connector cords between two tape recorders. Duplicate tape cassettes were labeled and distributed to Special Education schools for evaluation and field testing.

Special evaluation instruments were devised to measure pupils' and teachers' reactions after using the tapes with pupils in remedial physical education classes. In some cases, the sample cassette tapes were re-recorded with improved content and techniques when the originals were found to be imperfect.

E. FIELD TESTING MATERIALS

All materials were field tested at the appropriate level for 20 or more school days, involving pupils and teachers in the Special Education Branch schools.

1. Purposes

The field testing period was planned and conducted so as to provide:

a. An evaluation of the films in relation to the material included in the sequences of Phase I.

b. To determine if the tape cassettes actually included the necessary material and were synchronized with the films.

c. To judge if these particular skills were those usable for inclusion in the instructional program at the various levels.

2. Participating Personnel

For at least 40 days, remedial physical education teachers in 14 schools field tested all physical education sequences developed in the project. These teachers function as physical education specialists in Special Education schools for the handicapped. They teach remedial and regular physical education to handicapped minors. The remedial physical education teacher must be credentialed with the following additional qualifications:

A sincere interest in the program

A major in physical education including coursework in anatomy, kinesiology, physiology of exercise, special exercise, and adaptation of physical activity to individual needs.

During the period of field testing members of the project staff visited schools participating in the program. These visits were made at regular intervals and were two to three hours in length. The purpose of the visit was to observe the remedial physical education classes while they were using the materials for physical education and then to confer with the teacher and receive his reactions to the materials. Through these observations and teacher-staff interviews, the films and tapes that needed re-making were quickly identified and recommendations for change were received.

3. Participating Schools

The 14 Special Education Schools that participated in the field testing of the physical education films and tapes were representative of the entire Los Angeles School District, geographically, ethnically, and socio-economically (see map following).

Schools located in both the urban central-city, and harbor areas were included in the project. There also were schools located in the suburban areas on the north, east, south, and west parts of the school district.

Racial integration among whites, blacks, and browns in the special schools has resulted naturally from the fact that children are bussed to these Special Education Branch schools that are organized according to special needs of handicapped pupils and each school therefore serves a much larger cross-section of the population socio-economically than does a regular local elementary or secondary school.

In elementary schools for the handicapped, the remedial physical education teacher teaches pupils, who have been screened by admissions procedures, into classes of not less than five or more than 20 pupils. Most classes average 10 to 12 pupils. Remedial classes are 25 to 35 minutes in length. Some classes continue for a longer period when activities indicate this to be a better organization; e.g., swimming programs when transportation, dressing and undressing, etc., are involved. The remedial physical education teacher meets eight to 10 such classes per day and therefore may work with 100 or more pupils per day.

In secondary schools for the handicapped, where classes follow a departmentalized schedule, remedial physical education classes meet daily and are usually 50 minutes in length. Class sizes may vary from a minimum of five to a maximum of 20 pupils per class, but will usually be from 10 to 15 in number. The remedial physical education teacher in the secondary school will usually teach five such classes per day thus contacting from 50 to 100 pupils per day.

4. Participating Pupils

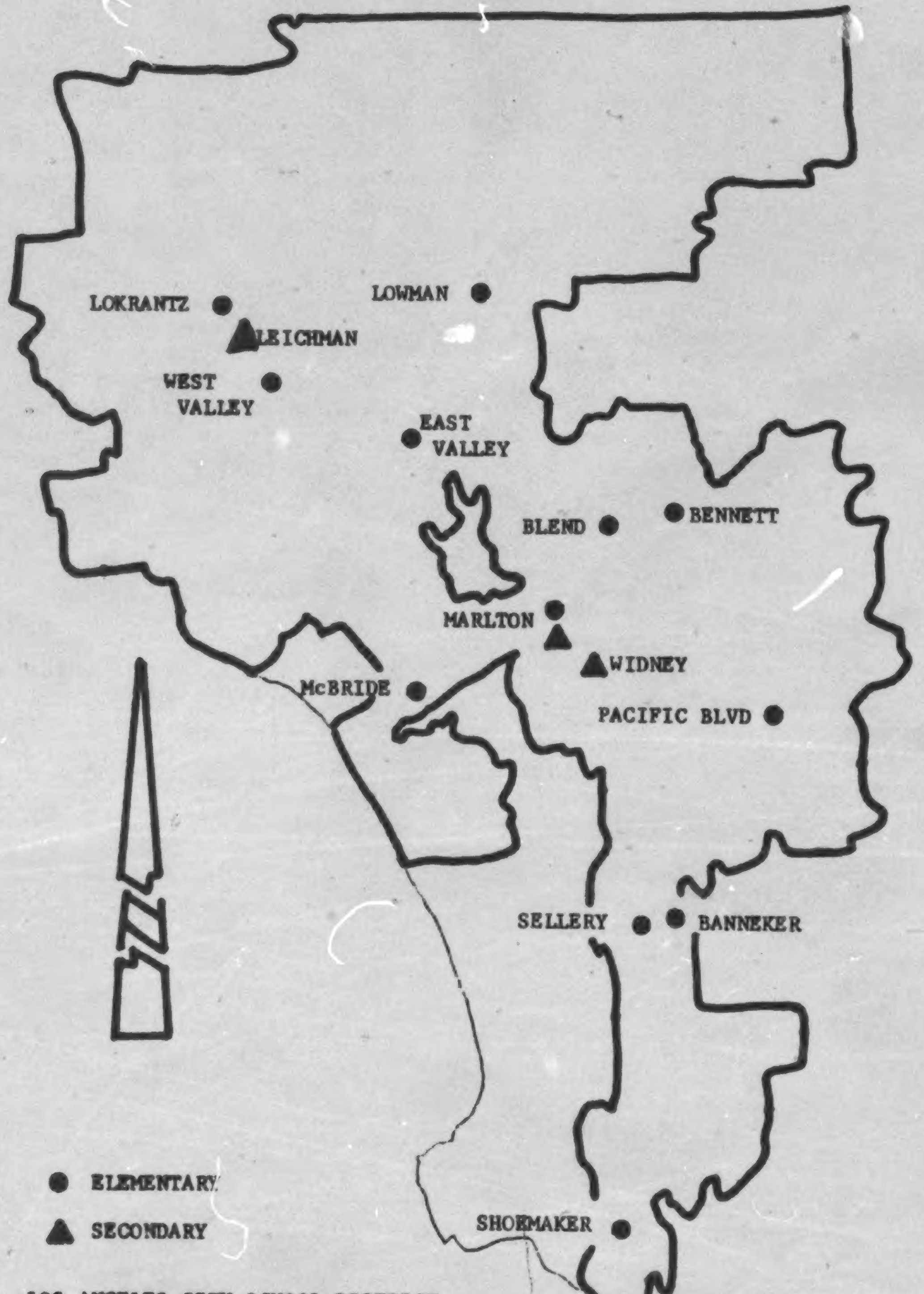
The field testing segment of the project involved 27 remedial physical education teachers and took place in 11 elementary and three secondary schools. Approximately 2,800 pupils of the total enrollment of 20,000 in the 14 schools were involved in the field testing.

The elementary age pupils are classified as 1) Pre-School kindergarten, 2) Grades 1-3, and 3) Grades 4-6. The secondary pupils included both junior and senior high school ages.

Exhibit II indicates the number of students by handicaps.

EXHIBIT I

SCHOOLS PARTICIPATING IN THE PHYSICAL EDUCATION PROJECT


LOKRANTZ
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McBRIDE
PACIFIC BLVD
SELLERY
BANNEKER
SHOEMAKER
● ELEMENTARY
▲ SECONDARY

LOS ANGELES CITY SCHOOL DISTRICT

Described below is a summary of the handicapped pupil population and the facilities available at each of the participating schools.

SCHOOL	HANDICAPS SERVED	FACILITIES
Elementary		
BLEND	Blind, partially seeing.	Physical education room, multi-purpose room, playground.
BANNEKER	Trainable Mentally Retarded.	Physical education room, playground.
LOKRANTZ	Physically handicapped, multi-handicapped, deaf, deaf-blind, trainable mentally retarded.	Multi-purpose room, playground.
LOWMAN	Physically handicapped, multi-handicapped, trainable mentally retarded.	Multi-purpose room, playground, swimming pool.
McBRIDE	Physically handicapped, educationally handicapped, multi-handicapped, trainable mentally retarded.	Physical education room, playground.
MARLTON	Deaf, multi-handicapped.	Physical education room, playground.
PACIFIC BLVD.	Physically handicapped, multi-handicapped, trainable mentally retarded.	Physical education room, multi-purpose room, playground, swimming pool.
SELLERY	Physically handicapped, multi-handicapped, trainable mentally retarded.	Physical education room, playground, use of the swimming pool at Shoemaker.
SHOEMAKER	Physically handicapped, multi-handicapped, educationally handicapped, trainable mentally retarded.	Physical education room, multi-purpose room, playground, swimming pool.
BENNETT	Deaf, Hard of Hearing	Playground.
EAST VALLEY	Trainable Mentally Retarded	Physical education room, playground, use of Lowman pool one day per week.
WEST VALLEY	Trainable Mentally Retarded, multi-handicapped	Physical education room, playground.
Secondary		
MARLTON (Six year school)	Deaf, multi-handicapped.	Gymnasium, playground.
WIDNEY	Physically handicapped, multi-handicapped	Gymnasium, playground.
LEICHMAN	Trainable Mentally Retarded	2 sm. gymnasium, playground, multi-purpose room.

EXHIBIT II

NUMBER OF PUPILS BY HANDICAPS

Los Angeles City Unified School District

Handicaps		1971 Approximate Enrollment	
Physically Handicapped		16,760	
Speech Impaired	12,300		
Crippled	2,600		
Visually Handicapped	560		
Deaf	920		
Hard of Hearing	380		
	16,760		
Educationally Handicapped		1,800	
Trainable Mentally Retarded		1,700	
Total Special Education Branch Pupils			20,260
Educable Mentally Retarded		7,400	
GRAND TOTAL SPECIAL EDUCATION			27,660

5. Field Testing Super 8mm Loop Films

The loop films (50) were distributed to the project schools for trial use and evaluation as they were completed. Remedial physical education teachers then used the films with their classes or with individual pupils and reacted to them by filling out check sheets and later discussing their reactions at meetings planned for this purpose by the project staff.

The films were displayed on the Technicolor 610 Movie Vision Viewer. This is a self contained projection unit with a 14 x 20 inch rear screen. It is designed for use in a normally illuminated classroom or gymnasium. Each project school was provided with one of these projectors which was assigned to the remedial physical education teacher. This projector is easily operated by teachers or pupils and provided trouble free service during the field testing period.

The remedial physical education teachers used the sample loop films with their classes or with individual pupils as a reinforcement to learning specific skills. The length of the test period varied from 10 to 20 weeks. Teachers encouraged pupils to operate the projectors, and to insert and remove film cartridges without direct supervision. No difficulties were experienced with pupil operation of the projectors.

Evaluations of the films were favorable. Physical education teachers found them suitable for use with handicapped pupils and requested that additional films be produced. The check sheets used to evaluate the loops indicated that the loops were technically satisfactory. The reactions of teachers also indicated that the films should concentrate on beginning skills in various games and activities. The single concept approach was strongly favored especially for loops used with the Trainable Mentally Retarded. It was also indicated that films made with elementary level pupils are not suitable for secondary school use and vice versa. Therefore separate film collections were made for each level.

6. Field Testing Audio Tape Cassettes

Sample tape recordings were made (50) to accompany the film loops. These audio tapes were designed to be synchronized with the loop films or to be used alone. The tapes were distributed to the remedial physical education teachers in the project schools as they were completed. Each of the project schools were provided with an AIWA Tape Playback Unit. These small, battery operated portable tape players were used by the teachers and pupils in physical education classes. The teachers used the tapes with classes and with individuals over a period of from 10 to 20 weeks. Teachers encouraged pupils to operate the tape players and to insert and remove tape cassettes as needed. The AIWA tape player has simple controls and no problems were experienced with its operation during the testing period.

The tapes were evaluated by the remedial physical education teachers using prepared check sheets. They were later discussed at meetings planned by the project staff for this purpose.

A few of the tapes made were found to include music that was not satisfactory for the hyperactive child. Subsequent tapes were made with different music. Use with pupils indicated that the tapes were of most value when subsequently coordinated with the loop film of the same title. When played alone, the tapes did not have enough appeal to hold the younger pupils' interest. Special problems were encountered in using audio-tapes with the blind and partially seeing pupils at Blend Elementary School. It was found that the tapes that were suitable for the sighted physically handicapped pupils did not contain enough detailed information to meet the needs of the blind and partially sighted pupils. Tape recordings were not used with the deaf pupils.

The flexibility provided by having the loops and tapes available for separate use was a valuable factor in their use. The loops were often used alone for several showings before being coordinated with the tape narration. This procedure provided opportunity for the pupils to absorb the sensory inputs separately and to eliminate confusion sometimes caused by multiple sensory inputs.

7. Conferences and Meetings

In addition to field testing of loops and films within the district, the project team has made presentations and previewed the materials from the project before various professional groups:

1. CAHPER Southern Section Conference, December 1971, Long Beach State College.

   Selected films and tapes were previewed by approximately 50 conference visitors. School and university administrators, teachers, and students were included in this group.

2. Arizona State Teachers Workshop for Physical Education for the Handicapped, Phoenix, Arizona, October 1971.

   Loop films and tapes were previewed by a group of special education teachers and administrators representing the State of Arizona. During a 90 minute presentation, approximately 20 films and tapes were previewed.

3. University of California at Los Angeles, SFP, Masters Group under direction of Dr. Jack Keogh and Dr. Bryant J. Cratty, February 1972.

   Loop films and tapes were previewed and evaluated by a group of approximately 20 students and professors.

4. CAHPER Annual State Conference, Bakersfield, California, March 1972.

The project team presented a multi-media preview of loop films and tapes to an audience of approximately 60 administrators, teachers, and students of physical education.

5. Long Beach State College - Adapted Physical Education Classes of Dr. Walter Crowe and Dr. Daniel Arnheim, April 1972.

Loops and tapes were previewed by approximately 30 students and professors of the major program at this college.

IV. FINDINGS

The two main purposes of Phase II of the project were: (1) to produce and field test a developmentally sequenced instructional program of S8mm, single-concept, loop films as a visual library to be used to individualize instruction in physical education in conjunction with the Guidelines developed in Phase I. These loop films were provided in each of the five areas. (2) To produce and field test an auditory library of developmentally sequenced, single-concept, cassette tape cartridges in each of the five areas, to be used alone or with the S8mm film loops to individualize instruction in physical education in conjunction with the Guidelines developed in Phase I. Since this project was primarily for the production of these loop films and coordinated tape cassettes, the findings are the materials that were produced.

A. LOOP FILMS AND AUDIO-TAPES

In order to implement the teaching of the physical education sequences, to facilitate learning by pupils and to encourage teachers to utilize an individualized rather than a mass approach in meeting the needs of handicapped pupils, a library of 62 each loops and tapes were produced. The following film titles and tapes are included and have been submitted with this report.

Part I. Motor and Movement Skills

1. Guided Running
2. Jumping
3. Hopping
*4. Skipping
5. Rolling A Ball
*6. Bouncing A Ball
*7. Catching And Throwing A Ball
8. Striking The Ball
9. Ball Circuit
10. Jumping A Long Rope
11. Jumping A Short Rope - Lowman
*12. Jumping A Short Rope - McBride
13. Rope Routine
14. Hoops - Around The Body
15. Hoops - Catching, Spinning And Jumping
*16. Walking The Balance Beam
17. Tires
18. Parachute Play
19. Trampoline
20. Challenge Course

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* Phase I sample loops and audio tapes.

Part II. Playground And Recreation Skills

1. Wheel Toys
2. Sand Play
3. Climbing Tree
4. Playscape
5. Soft Tumbling - Log Roll
6. Crab Walk
7. Low Bar - Skin The Cat
8. Low Bar - Knee Circles
9. Horizontal Ladder - Hanging
10. Horizontal Ladder - Traveling
11. Basketball - Chest Shot
12. Basketball - Set Shot
13. Basketball - Dribble
14. Batting With A Tee
15. Volleyball Pass
16. Volleyball Serve
17. Soft Tumbling - Forward Roll
*18. The Forward Roll
19. Soft Tumbling - Backward Roll
20. Head Balance
21. Tumbling

Part III. Development of Rhythmic Skills

1. Walking
2. Clap Your Hands
3. Rhythm Circle
4. German Clap Dance
* 5. The Schottische
6. Gustaf's Skoal

Part IV. Development of Swimming Skills

1. Breath Control
2. Floating
3. Back Float
4. Prone Glide
5. Kicking
6. Beginning Stroke
7. Back Strokes And Surface Dive

Part V. Development of Physical Fitness

1. Endurance - Running
2. Endurance - Jumping Jacks
3. Endurance - Grasshopper
4. Endurance - Standing
5. Endurance - Walking

* Phase I sample loops and audio tapes.

B. FIELD TESTS

Loops films and audio-tapes were previewed and field tested as planned. Films were previewed by the entire remedial physical education staff (27 teachers) while in the work print stage. Comments of the teachers were noted and were considered in producing the final edit of the film. Duplicate prints were then made and copies were circulated to the various Special Education schools for field testing with pupils and teachers.

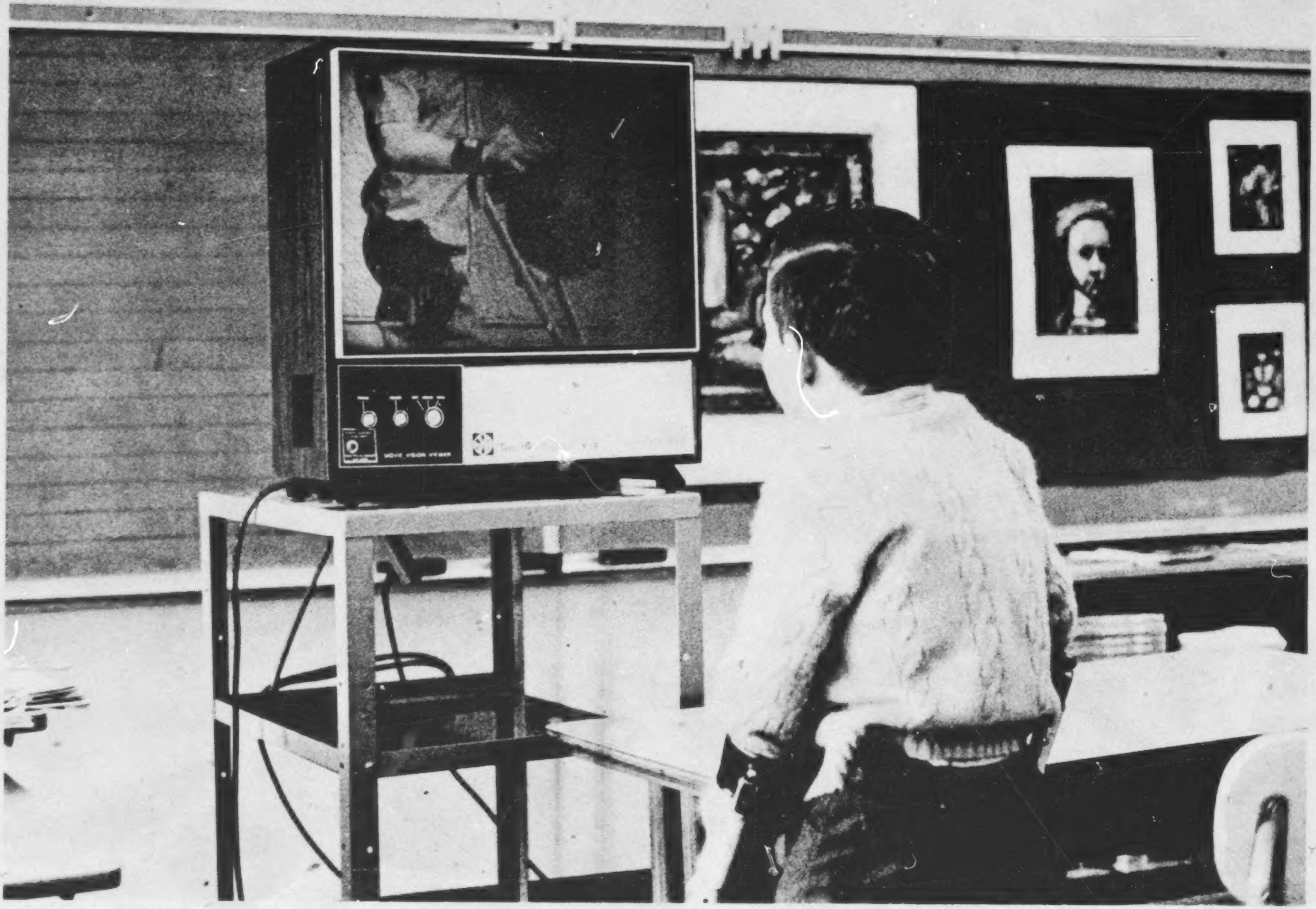
Evaluation forms were developed to measure the reactions of pupils and teachers after they had used the loop films and audio-tapes. These evaluations were studied by the project team and where indicated, changes were made in content and scope of the loop films and tapes.

C. RESULTS

Use of the libraries of S8mm physical education loops and cassette tapes by teachers indicated that they were helpful in implementing the teaching and learning of the sequences established in the Phase I guidelines. The Technicolor cartridge projectors, for which the films are designed, have continued to provide exceptional service and dependability after nearly three years of use. Loop films have proved to be particularly valuable when they provide supplemental learning in the areas of rhythms. Teachers have reported that films in the folk dance area have been particularly valuable to their pupils.

43

44


MOVIE VISION VIEWER

V. RECOMMENDATIONS

As a result of field testing the sequenced audio and film materials developed, the project staff offers the following recommendations:

1. An information dissemination package is needed to provide guidelines for and facilitate the use of the curriculum guidelines developed in Phase I and the audio and visual media developed in Phase II of the project.
2. The information dissemination package should contain the following:
    a. Sequenced Guidelines for Physical Education for the Handicapped, Phase I.
    b. Complete set of loops and tapes developed in Phase II.
    c. Orientation materials designed to explain the theory of the program and the use of the materials included in the package.
    d. Suggestions for implementation of the program in a school district.
3. Sufficient copies of these materials should be produced to enable distribution to all Regional Instructional Materials Centers. to State Departments of Education, and to major urban school districts conducting special education programs.
4. It is further felt that there is a need to plan, produce, and field test a library of coordinated, instructional single-concept loop films and tape cartridges for use with pre-school children.

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APPENDIX A

LETTERS FROM PROFESSIONAL EXPERTS

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 15, 1972

Dr. Dorothy B. Carr
Assistant Director
Special Education Branch
Los Angeles Unified School District
Box 3307, Terminal Annex
Los Angeles, California 90054

Dear Dr. Carr:

As a consultant to your project for the physically handicapped during the last couple of years, I have had an opportunity to work with your staff and assist in the development of the instructional material. I am pleased that you are asking for a continuation of the grant in order for the project to be completed. We know from observation that the publication and the audiovisual material which have been developed have given great assistance to the teachers and improved the learning situation for handicapped pupils.

In order for others to make use of these developments, it will be necessary to make available the learning kit to schools in California and throughout the United States. The continuing project entitled, "Development of an Information Packaging and Dissemination System for the Sequenced Instructional Programs in Physical Education for the Handicapped and Development of Audio and Visual Media for Preschool Handicapped Children," is vital to improvement of such programs conducted by school districts throughout California.

Cordially yours,

Genevie Dexter

Genevie Dexter
Consultant in Physical Education
Health and Safety Unit
(916) 445-4633

GD:cdm

Santa Barbara School District
Santa Barbara High School District

720 Santa Barbara Street
Telephone: 805 - 963 - 4331

Santa Barbara, California
93101

March 6, 1972

Dr. Dorothy Carr
Assistant Director
Special Education Branch
Los Angeles Unified School District
450 N. Grand Ave.
Los Angeles, California 90054

Dear Dr. Carr:

I wish to express my appreciation for the copy of Sequenced Instructional Programs in Physical Education for the Handicapped. Further, be assured that any reproduction will acknowledge the source of development.

I believe it is one of the finest projects I have seen developed for the handicapped and we plan to use it as a guide for our programs.

I do hope you will be able to further refine the project with the development of the single loop films. This would provide the means to more adequately implement the concepts developed in the project directly for students use. Availability of such single loop films to other Districts and programs for their use would be a major contribution to improving of physical education programs for the handicapped throughout the nation.

Sincerely yours,

Thomas J. Murphy, Director
Special Education

TJM:nb

Northwest Regional
SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

Serving: Alaska, Guam, Hawaii, Idaho, Oregon, Washington,
Trust Territory of the Pacific Islands, and American Samoa

Clinical Services Building, University of Oregon

Eugene, Oregon 97403 (503) 686-3585

March 3, 1972

Mrs. Dorothy Carr
Assistant Director
Special Education Branch
Los Angeles City Schools
450 North Grand Avenue
Los Angeles, California 90012

Dear Mrs. Carr:

Those of us at the NWSEIMC have been favorably impressed with the sequenced instructional programs in the area of physical and motor training which have been developed by your district. It is most gratifying to know that you will be developing additional 8mm single concept films and tapes to accompany these materials. Our experience indicates that a need exists for these types of materials and I am rather certain that our 29 Associate SEIMCs will appreciate our being able to circulate these materials.

We anticipate disseminating information about the materials through our Newsletter and Newspack, as well as demonstrating the materials as a part of our traveling packages and at various workshops. We look forward to seeing the materials as soon as they are available.

Sincerely,

Wayne D. Lance

Wayne D. Lance
Director
Northwest Regional SEIMC

WDL/dg

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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PERCEPTUAL-MOTOR LEARNING LABORATORY
DEPARTMENT OF PHYSICAL EDUCATION
LOS ANGELES, CALIFORNIA 90024

January 12, 1972

Mr. Lionel Avance
Special Education Branch
Los Angeles City Schools
400 N. Grand
Los Angeles, California

Dear Lionel:

Thank you for permitting Mr. Stiehl and me to view your film strips. In general, I found them quite good and they should be potentially helpful to teachers, as well as being motivating aids to children about to take part in the various activities.

Among some minor points, which you may want to consider before making more, are the following.

1. Start with a coherent plan, containing sequences, subsequences, etc., instead of relying on teacher's request to photograph some favorite activity. In this way, future strips may help some teachers start at appropriate levels of difficulty in the various activities and sub-skills.

2. You might pay careful attention to the language and concepts contained in the narration. You are probably dealing with an MA, on the average of from 6-10 years, and should gear your presentations accordingly.

3. You might give more instructional hints, i.e. exact placement of hands, in Crab walk, and also indicate what activities might precede the activity shown, and where the activity might lead, i.e. what does ball bouncing lead toward?...basketball..etc.

4. You might also consider indexing your film strips, according to the type of disability group, and/or age group which is appropriate for each...thus facilitating teacher selection and use.

Hope the above is helpful, and best wishes with the rest of your project.

Sincerely,

Bryant J. Cratty

Bryant J. Cratty, Ed.D.

BJC/dlh

CALIFORNIA STATE COLLEGE. LONG BEACH
90801

MEN'S PHYSICAL EDUCATION DEPARTMENT

January 27, 1972

Mr. Lyonel D. Avance
Project Coordinator and Supervisor
Remedial Physical Education
Los Angeles Unified School District
Box 3307
Los Angeles, California 90054

Dear Lyonel:

Thank you very much for sending me the material on your special project. I am very interested in what you are doing. I would like to come down and see what you are doing in your office and also going out into the schools to observe the programs in operation.

I will try to call you Monday to see if we can get together for one session at least on Tuesday or Wednesday, February 1 or 2. Possibly during the coming semester you could bring some of your materials down to share with my class in Adaptive Physical Education. I also believe that some of our faculty would like to sit in on this presentation.

Thanks again for your help.

Sincerely,

Walter C. Crowe

Dr. Walter C. Crowe
Professor of Physical Education

WCC:rrc

Feb 29 - 11 AM
Here.

WILSON RILES
perintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
217 WEST FIRST STREET, LOS ANGELES 90012 Room 803-H

March 13, 1972

Dr. Dorothy B. Carr
Assistant Director
Special Education Branch
Los Angeles City Schools
450 North Grand Avenue
Los Angeles, California 90012

Dear Dr. Carr:

I am pleased to hear that you are applying for a continuation grant for your "Physical Education for the Handicapped" Project. The idea of assembling kits for the Guidelines you have developed, including the 50 single concept S8 MM loop films and 50 cassettes, and your plan to distribute them to State Departments of Education is much needed and long overdue. I am enthusiastic about the materials you have developed and feel such a distribution would permit targeting in on the very population for whom the projects are intended.

I also am excited and pleased to know you contemplate developing on additional 25 single concept S8 MM loop films and cassettes for the preschool early childhood program. The current recognition of working with handicapped youngsters early in order to help them overcome their correctable handicaps as soon as possible can not be over-emphasized.

As you know, through the past couple of years I have referred many, many people to you for further information concerning your project. With these kits I will do all I can to disseminate information about your materials at the many conferences I participate in and lead throughout the State and through the State Special Education Newsletter.

Thanks again for seeking implementation of such a worthwhile project.

Sincerely,

Beatrice Gore

(Mrs.) Beatrice Gore
Consultant in Education of
Physically Handicapped Children
(213)-620-2990

BG/dc

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

July 7, 1972

Mr. Lyonel D. Avance
Coordinator, SFP
Remedial Physical Education
Los Angeles City Unified School District
Box 3307
Los Angeles, California 90051

Dear Lyonel:

Thank you so very much for your kind letter and for a copy of your Scripts and Narrations for the Single Concept Loop Films and Tape Cassettes which you have accompanied with a Table of Contents.

I certainly do hope that you are able to receive your Federal grant. The material which you have developed is excellent. I hope that it can be processed and copies made so that distribution can take place and other school administrators and teachers will have access to your creativity. Do let me know if you are successful and what your plans are for the coming months. Surely you would have heard by now if your proposal had been rejected.

Thank you again for a fine presentation and I hope to see some more and to talk with you again.

Cordially yours,

Gen

Genevie Dexter
Consultant in Physical Education
Health and Safety Unit
(916) 445-4633

GD:kb

INSTRUCTIONAL MATERIALS CENTER
SPECIAL EDUCATION

1031 SOUTH BROADWAY — SUITE 623
UNIVERSITY OF SOUTHERN CALIFORNIA / A USOE PROJECT
LOS ANGELES, CALIFORNIA 90015 747-9308

March 6, 1972

Dr. Dorothy Carr
Assistant Director
Special Education Branch
Los Angeles Unified Schools
450 N. Grand Avenue
Los Angeles, California 90054

Dear Dr. Carr:

The Instructional Materials Center for Special Education has been aware of your curriculum development activities, and are very pleased with some of the products. We understand that you have developed "Sequenced Instructional Programs in Physical Education for the Handicapped", along with a series of single concept film loops. The IMCSE is interested in obtaining copies of this work. We support the development of enough copies to disseminate to the National IMC/RMC Network, and would be happy to help in this dissemination process when you have copies available.

We look forward to seeing this production activity completed.

Yours sincerely,

Charles A. Watts

Charles A. Watts
Principle Investigator

CAW:ks

This project was supported in part by a grant from the Bureau of Education for the Handicapped, U.S. Office of Education which is gratefully acknowledged.

SEIMC

STATE EDUCATION DEPARTMENT
DIVISION FOR HANDICAPPED CHILDREN
SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

55 ELK STREET | ALBANY, NEW YORK 12224 | (518) 474-7690-1

Leo A. Soucy
Assistant Commissioner for
School Services

Anthony J. Pelone, Director
Raphael F. Simches, Assistant Director

Unit on Instructional Materials for
Handicapped Children
Maurice D. Olsen, Coordinator

March 16, 1971

Dr. Dorothy B. Carr
Assistant Director
Special Education Branch
Los Angeles City Schools
Los Angeles, California

Dear Dr. Carr:

We recently reviewed the information on your Physical Education super 8mm film loops project as outlined in the ICRH Newsletter, Aug.-Sept. 1970. If there is any further information available or if samples of the loops can be obtained, our Center would be very grateful to receive them.

Thank you for your help.

Sincerely,

Joan Miller
(Mrs.) Joan Miller
Associate in Instructional
Materials for Handicapped
Children

JM:em

UNIVERSITY OF THE STATE OF NEW YORK
Regional SEIMC, State University College at Buffalo | 1300 Elmwood Avenue | Buffalo, N.Y. 14222 | Mrs. Elizabeth L. Ayre, Director
Regional SEIMC, City University of New York | 2090 Seventh Avenue | New York City 10027 | Mrs. Ferne K. Roberts, Director

State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706

Michael J. Bakalis
Superintendent

March 7, 1972

Dr. Dorothy B. Carr
Assistant Director
Special Education Branch
Los Angeles Unified School District
450 North Grand Avenue
Los Angeles, California 90012

Dear Dr. Carr:

An audio-visual kit of sequenced loops and cassettes which teach the activities described in Sequenced Instructional Programs in Physical Education for the Handicapped would be a valuable accompaniment to the publication; the kit would be a useful tool to teach physical education to the handicapped.

We hope that the project will be completed soon as we have requests for audio-visual information that can be used independently.

Sincerely,

Margaret Niederer

Mrs. Margaret Niederer
Assistant Director

MN:zb

Instructional Materials Center
1020 South Spring Street
Springfield, Illinois 62706

UNIVERSITY OF KENTUCKY
REGIONAL SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
730 SOUTH LIMESTONE STREET
LEXINGTON, KENTUCKY
40506

COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
606—258-4921

March 3, 1972

Dr. Dorothy Carr
Assistant Director
Special Education Branch
Los Angeles City Unified School District
450 North Grand Avenue
Los Angeles, California 90012

Dear Dr. Carr:

The purpose of this letter is to offer strong, positive support for your proposal to produce for dissemination 8mm film loops and cassettes to accompany the previously published guidelines, "Sequenced Instructional Programs in Physical Education for the Handicapped".

I offer this support for two primary reasons. First, one of the projects that is affiliated with our SEIMC has used the previously published guidelines exclusively in working with retarded children and their teachers. Personnel from that project have been enthusiastic about the content. Obviously, these mediated presentations will enhance the effectiveness of this package for training purposes. Secondly, as an SEIMC Director, I have been concerned about the process of dissemination of prototype mediated materials. One of my great frustrations has been the unavailability of sufficient copies of media packages for distribution through the IMC Network. Hopefully, your project, if funded, would at least make sufficient copies available for our use in training professionals to better provide physical education for handicapped children.

I strongly endorse your proposal and would utilize the materials that it will make available in our training and dissemination activities during the coming year.

Sincerely yours,

A. Edward Blackhurst

A. Edward Blackhurst
Director

AEB/pp

APPENDIX B

AUDIO AND VISUAL MEDIA TO SUPPORT SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED

MOTOR AND MOVEMENT SKILLS:

Guided Running
Jumping
Hopping
Rolling A Ball
Striking A Ball
Ball Circuit
Jumping A Long Rope
Jumping A Short Rope
Rope Routine
Hoops: Around The Body
Hoops: Catching - Spinning And Jumping
Tires
Parachutes
Trampoline
Challenge Course

PLAYGROUND AND RECREATION SKILLS:

Wheel Toys
Sand Play
Climbing Tree
Playscape
Soft Tumbling - Log Roll
Crab Walk
Low Bar: Skin The Cat
Low Bar: Knee Circle
Horizontal Ladder: Hanging
Horizontal Ladder: Traveling
Basketball: Chest Shot
Basketball: Set Shot
Basketball: Dribble
Batting With A Tee
Volleyball: Pass
Volleyball: Serve
Soft Tumbling: Forward Roll
Soft Tumbling: Backward Roll
Head Balance
Tumbling

RHYTHMIC SKILLS:

- Walking
- Clap Your Hands
- Rhythm Circle
- German Clap Dance
- Gustaf's Skoal

SWIMMING SKILLS:

- Breath Control
- Floating
- Back Float
- Prone Glide
- Kicking
- Beginning Stroke
- Back Strokes and Surface Dive

PHYSICAL FITNESS:

Endurance: Running
Endurance: Jumping Jacks
Endurance: Grasshopper
Balance: Standing
Balance: Walking

Development of Motor and Movement Skills

GUIDED RUNNING

PLANNED FOR:

All age levels
Blind and Partially Seeing

PARTICIPANTS:

Lokrantz School

Guy - cerebral palsy
Tyler - deaf/blind
Jeffrey - cerebral palsy

LENGTH:

2:04

SUMMARY:

This is a film on the use of a guide wire which enables pupils with a vision handicap to run at top speeds without fear. The film illustrates the clasp and hand grip, how to run and how to anticipate stopping.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Guided Running. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Guided Running.

Guide wires enable pupils with a visual handicap to run safely at top speeds.

To help build endurance, run back and forth along the guide wire.

To run, stand with one foot a small step forward, weight on both feet and toes forward.

Take a firm grip on the rope at the starting end of the guide wire.

Shift your weight to your forward foot and push off with the toes of the rear foot.

Swing the back leg forward and land on the ball of the foot.

A spotter standing at the finish post will warn you as you come to the end of the guide wire.

When running, swing the free arm in opposition to your legs.

Using the hand strap as a guide for a straight course, run along the guide wire.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

JUMPING

PLANNED FOR:

Primary Grades

PARTICIPANTS:

Sellery School

Darren - congenital anamolies
Sherry - cerebral palsy
Le Ann - seizures
Rodney - communication problem
Joseph - cleft palate - speech defect
Ronald - hemophilia

LENGTH:

2:59

SUMMARY:

This film includes the basic mechanics of jumping. It shows how to jump up, forward, sideways and backwards, with emphasis on the arm movements, and how to land.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Jumping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Jumping.

It's fun to jump.

Stand on both feet with your weight spread evenly.

Bend your ankles and knees and swing your arms in the direction you wish to go. Land on the balls of both feet with your knees bent.

To jump forward,

Start with arms back and knees bent. As you jump, swing your arms forward and jump forward, landing on both feet.

The arm swing helps you move in the direction you are jumping.

Bend your knees and ankles when you jump and when you land.

To jump backward,

Start with arms forward and bent knees. As you jump backward, swing your arms back. Land on both of your feet.

Use your arms when you are jumping. Your arms swing in the direction you are jumping.

To jump sideward, swing your arms to the side you wish to go.

When you are jumping, always swing your arms in the direction you are jumping, bend your knees, and land on the balls of your feet.

You can jump in different directions.

Have fun jumping.

Development of Motor and Movement Skills

HOPPING

PLANNED FOR:

Primary/Beginning
Locomotor Skills

PARTICIPANTS:

Leichman School

Jannett - trainable mentally retarded
Sandra - trainable mentally retarded
Ruben - trainable mentally retarded, cardiac and muscle atrophy
Bradley - trainable mentally retarded
Graciela - trainable mentally retarded, mild cerebral palsy
Glen - trainable mentally retarded

LENGTH:

1:43

SUMMARY:

This film shows the mechanics of how to hop and land and move with a hopping step.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Hopping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Hopping.

Hopping is a vertical jump on one foot.

To hop, the body is pushed off the floor from one foot and returns to the floor on the same foot.

When landing -- land on the ball of the foot, bending your knees and ankles.

Be sure to use your arms to help you hop.

When hopping, keep your head up -

And try to go straight up in the air.

Push off from the ball of the foot and land on that same foot.

Use your arms to help you hop.

Remember to:
Keep your head up and hop straight into the air.

Bend your ankles and knees as you land.

You can move in many ways while hopping.

Development of Motor and Movement Skills

SKIPPING

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

McBride School

LENGTH:

2' 39"

SUMMARY:

This film emphasizes the STEP-HOP approach to skipping and the various directions one can skip.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Skipping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Skipping.

To skip, look closely and you will see that skipping is a combination of movements. It's a step and a hop, and then a step and a hop. STEP, HOP. STEP, HOP. STEP, HOP. STEP, HOP.

Now let's try stepping on one foot, hopping on the same foot, and moving forward at the same time. STEP, HOP, and move forward at the same time. STEP, HOP, and move forward while hopping. STEP, HOP, and move forward while hopping. Keep on doing this and you will find that you are skipping.

Let's look again at skipping. Begin by stepping on one foot and hopping one time on that foot, stepping on the other foot, and hopping one time on that foot. Keep stepping on one foot, and hopping on that foot, stepping on the other foot, and hopping on that foot. THINK OF THE WORDS: STEP, HOP. STEP, HOP. STEP, HOP. STEP, HOP.

Skipping is fun. STEP, HOP. STEP, HOP. STEP, HOP. STEP, HOP. Be sure and use your arms to help you. Swing them evenly on both sides to help you keep your balance.

You can skip around in a circle. You can skip and change directions. You can skip fast and slow. You can skip forward. You can skip by yourself. How many other ways can you think of to skip?

Development of Motor and Movement Skills

ROLLING A BALL

PLANNED FOR:

Primary and Beginning
Skill Levels

PARTICIPANTS:

Leichman School

Jannett - trainable mentally retarded, visual handicap
Ruben - trainable mentally retarded, cardiac, muscle atrophy

LENGTH:

2:18

SUMMARY:

This film shows the mechanics of rolling the ball. It includes body position, hand position, release, eye position, and follow thru.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Rolling A Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Rolling A Ball.

When rolling the ball .....

Hold the ball with your right hand under it and your left hand on top.

Place your left foot forward - keep weight on both feet.

Let go of the ball near the ground, by the forward foot.

Shift your weight to the rear foot. Swing your arms backward, bending forward at the waist.

Keep your eyes on the target.

Bend your knees and swing your arms forward at the same time, stepping onto your forward foot.

As you release the ball, straighten your arm toward the target.

Development of Motor and Movement Skills

BOUNCING A BALL

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Lokrantz School

LENGTH:

2' 28"

SUMMARY:

This film covers bouncing a ball with one hand. It notes the height of the bounce, the position of the hand, fingers, and wrist.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Bouncing A Ball. If you are using both the viewer and the player the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Bouncing A Ball.

Let's bounce the ball using one hand. Hold the ball a little to one side, at waist height and slightly away from the body. Push the ball down with one hand. Move your hand and forearm straight down with the ball. The fingers are spread and slightly bent to form a cup. Keep your eyes on the ball. Meet the ball as it rebounds with the hand at waist height. Meet the ball smoothly with the hand, fingers spread, as it rises from the ground, then push it down to the floor again. Do not slap or spank the ball. The hand should always return to a ready position at waist level with elbow bent and arm straight out from the body. For best control, bounce the ball only as high as your waist. Keep bouncing the ball with either hand.

Keep your hand cupped. Keep your eyes on the ball. Return your hand to ready position at waist height. Keep bouncing the ball.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

CATCHING AND THROWING A BALL

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Lokrantz School

LENGTH:

3' 10"

SUMMARY:

This film includes the two-hand underhand throw, the overhead throw, the techniques of catching the ball above the waist, the two-handed chest pass and the one-hand overhead throw.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Catching And Throwing The Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Catching And Throwing A Ball.

When doing the two-hand underhand throw, hold the ball in both hands. Bend the elbows and hold them slightly away from the sides of your body. Look at the person or target to whom you are throwing. Bring your hands forward and up, and let go of the ball. Continue to move your hands and arms toward the target as you follow through with the throwing movement.

The overhead throw is done by holding the ball overhead in both hands. Swing the arms forward and down toward the person and release the ball. Hands and arms continue to move toward the target. Remember to keep your eyes on the target. When throwing the ball in a different direction, change the way your body is facing and look at the person or target to whom you are throwing.

Catch the ball above the waist with the palms facing the ball, fingers pointing up and the thumbs held together.

Two-handed chest pass is done by holding the ball in both hands at chest level. Extend the arms forward and as the ball is thrown, rotate the hands inward. The fingers and the thumbs push the ball toward the target. Lean the body toward the target. Remember to keep your eyes on the target.

When using the one-hand overhand throw, hold the ball with both hands. The throwing hand is behind the ball and the opposite hand is in front and steadies the ball. Hold the ball up by the shoulder and close to the ear. Step forward on the foot opposite the throwing arm and shift the weight to the forward foot. Extend the throwing arm toward the target and release the ball using the other arm for balance. Keep your eyes on the target.

Development of Motor and Movement Skills

STRIKING THE BALL

PLANNED FOR:

Primary -
Beginning Ball Skills

PARTICIPANTS:

McBride School

Alan - paraplegia
Augustine - post polio
Deborah - orthopedically handicapped
Efrem - orthopedically handicapped

LENGTH:

1:33

SUMMARY:

The basic skills used in striking an object are included in this film: hand position, holding the ball, the swing, ball contact, eye contact, and follow through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Striking The Ball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Striking The Ball.

Ball striking skills are used in many games.

When striking a ball - shift your weight back.

Twist your body and make a big swing.

When swinging the arm, keep it level with the ground.

Hit the ball just a little below center.

Follow thru with your arm in the direction of the target.

Keep your eyes on the ball and keep practicing striking the ball.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

BALL CIRCUIT

PLANNED FOR:

Primary Grades and Beginning Ball Handling

PARTICIPANTS:

Lokrantz School

Intermediate Educable Mentally Retarded 6-9 years

LENGTH:

2:12

SUMMARY:

This film shows the adapted use of existing playground lines and areas. The playground is divided into several areas and a specific ball handling task for that area. Each youngster, with a ball of his own, progresses around the circuit to attempt that task the leader demonstrates for the specific area.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Ball Circuit. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Ball Circuit.

This is a film that shows many ways to use a ball.

Each person has a ball so that they might do all of the activities.

Start in one spot on the playground and follow the leader around the playground, doing just what your leader does.

Watch carefully and you will have a chance to shoot, run with, throw, catch, and bounce the ball.

Development of Motor and Movement Skills

JUMPING A LONG ROPE

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Shoemaker School

Daniel - hip perthes
Denise - cerebral palsy
Brian - hip perthes
Julie - speech defect - congenital stapes
Jose - post polio
Eddy - congenital hip
Cathy - cerebral palsy
Sonia - cerebral palsy

LENGTH:

2:02

SUMMARY:

This film reviews the progression used to teach jumping a long rope. It shows the basic single jump, double jump, jumping a swinging rope (unders), jumping a turning rope (overs), entering and exiting a turning rope, and some advanced patterns.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Jumping A Long Rope. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Jumping A Long Rope.

Jumping rope is fun and easy to learn.

To learn to jump rope, we must first learn to jump.

To jump -- push off with both feet at the same time.

Land on your toes and the balls of the feet, bend your knees as you land.

Now move as you jump so you're jumping from one place to another.

To do a double jump, take a big jump followed by a small jump.

When jumping a swinging rope,

The rope moves away and as it returns, jump it and take a small extra jump.

Continue to jump the rope and then take a small extra jump.

To double jump the rope when it's turned over the head .....

Start with the rope next to the feet, move the rope away and over the head.

As the rope comes to your feet, jump high and then low.

Say to yourself --
Swing, jump, jump
Swing, jump, jump

With practice you can learn to run in and out of the turning rope

And you can learn to turn around while jumping.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

JUMPING A SHORT ROPE (Lowman)

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lowman School

Monica - Treacher Collins syndrome - hearing loss
Kelly - severe hypertension, kidney insufficiency
Kevin - congenital abnormalities of lower spine, left hip, knee foot
Carol - seizures, petit mal, behavior disorder, educable mentally retarded

LENGTH:

2:13

SUMMARY:

This film covers the basic skills of teaching jumping a short rope. How to jump, double jump, measure the rope, swing the rope, and jump it.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Jumping A Short Rope. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Jumping A Short Rope.

Jumping a short jump rope is good exercise.

You can jump slow or fast.

You can face one direction, or turn around while you're jumping.

Begin by jumping without a rope. Jump one time, every time you think of the word "jump".

Stand still and practice swinging your arms. Swing your arms down and back and around in a small circle.

Put the arm - swing and jump together.

Swing, jump, jump
Swing, jump, jump

To measure a rope to see that the length is correct,

Stand on the middle of the rope and bring your arms to your shoulders.

If it's too long, wind the extra rope around your hands.

Begin by putting the rope behind your feet.

Swing the rope over your head and pull it close to your feet.

Jump over the rope and jump again.

Continue to swing the rope over your head and jump over it and jump again.

Swing, jump, jump
Swing, jump, jump
Swing, jump, jump

With practice you will learn to do many activities with the short jump rope.

Development of Motor and Movement Skills

JUMPING A SHORT ROPE (McBride)

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

McBride School

LENGTH:

2' 28"

SUMMARY:

This film shows how to learn to jump with a short rope, how to swing the rope and double jump.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Jumping A Short Rope. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Jumping A Short Rope.

Jumping rope is fun.

Hold a short jump rope in both hands. Place the rope in back of your feet. Swing the rope over your head, pull it close to your feet, jump over it one time and then jump again. Keep on swinging the rope over your head and jumping. Think of the words, "Swing, jump, jump. Swing, jump, jump."

Hold a short jump rope in both hands. Place the rope in back of your feet. Swing the rope over your head, pull it close to your feet, jump over it one time and then jump again. Keep on swinging the rope over your head and jumping. Think of the words, "Swing, jump, jump. Swing, jump, jump."

As you are jumping, keep your elbows bent, and your hands out to your sides. This will help to keep the loop wide enough for you to jump through.

Have fun jumping; after a while, you will think of many new ways to jump.

Development of Motor and Movement Skills

ROPE ROUTINE

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lowman School

Monica - Treacher Collins syndrome - hearing loss
Kelly - severe hypertension, kidney insufficiency
Kevin - congenital abnormalities of lower spine, left hip, knee, foot

LENGTH:

2:15

SUMMARY:

This film shows more advanced jump rope skills to be used following basic skills on jumping a short rope. Included are: Hot Peppers, Rope Swing, Cross Over, One Foot, and Two In A Rope.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Rope Routine. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Rope Routine.

After learning how to jump a short rope, you can learn to do many jump rope stunts.

Hot peppers is done by turning the rope very fast and doing a single jump.

The rope swing is done by continuing to double jump and by swinging the rope to one side rather than over the head.

The cross over is a double jump done by crossing your arms in front of you and jumping thru your crossed rope.

When jumping on one foot -- continue to double jump, and lift one leg so you are hopping.

Two in a rope is done by two pupils standing together, with the person in front turning the rope and both jumping at the same time.

Development of Motor and Movement Skills

HOOPS - AROUND THE BODY

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Sellery School

Zoyla - muscular dystrophy
Terri - cerebral palsy, trainable mentally retarded
Sally - sturge - Weber Syndrome

LENGTH:

3:01

SUMMARY:

This film shows examples of three ways the hula hoop can be used around the body and its parts. It illustrates 1) using the hand to twirl the hoop on the ground, 2) turning the hoop around one arm and 3) turning the hoop around the torso of the body.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Hoops - Around The Body. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Hoops - Around The Body.

Hoops are fun to use. You can use them in many ways.

You can spin the hoop around your arm.

You can twirl them on the ground.

You can spin and twirl the hoop around you.

To twirl the hoop around your arm,

Put the hoop in your hand. Hold your arm out to your side.

Turn your arm very quickly around in a circle. The hoop will go around and around your arm.

To twirl the hoop on the ground, stand the hoop on the ground and hold it with one hand in front of you and a little to your side.

Walk your fingers around the hoop moving the hoop in a circle.

To twirl the hoop around your waist,

Stand with your feet shoulder width apart, bend your knees, put the hoop around your waist and give it a twirl.

Development of Motor and Movement Skills

HOOPS - CATCHING, SPINNING AND JUMPING

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Sellery School

Sherry - cerebral palsy
Juanita - congenital dislocated hip
Albert - cerebral palsy

LENGTH:

3:08

SUMMARY:

This film shows three ways to move with a hula hoop. It shows and explains how to 1) throw and catch the hoop, 2) spin the hoop on the ground so it will return to the student and 3) how to use the hoop as a jump rope.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Hoops - Catching, Spinning and Jumping. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is:
Hoops - Catching, Spinning and Jumping.

Hoops are fun to use. You can use them in many ways.

You can jump with them and use the hoop like a rope.

You can spin them on the ground.

You can throw and catch them.

To jump with a hoop and use the hoop like a rope,

Twist your hands so the hoop swings over your head and under your feet.

Hold the hoop in both hands and put the hoop behind you.

Twist your hands so the hoop swings over your head and under your feet.

Swing, jump, jump. Swing, jump, jump.

To spin the hoop and have it return .....

Throw the hoop away from yourself and as you let go, pull down quickly to make the hoop spin backward. Allow the hoop to roll back toward you.

To throw and catch the hoop,

Throw the hoop up into the air. Watch it and then catch it when it comes to you. Throw it up in the air again and catch it.

Development of Motor and Movement Skills

WALKING THE BALANCE BEAM

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

McBride School

LENGTH:

1' 54"

SUMMARY:

This film shows a progression from walking a painted line - walking a 4" balance beam forward and backward and walking the 2" balance beam forward and backward.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Walking The Balance Beam. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Walking The Balance Beam.

Let's begin by walking on a line. Place your feet on the line, one foot ahead of the other. Walk forward. Keep your whole foot on the line and point your toes straight ahead. Hold your arms out to your sides and slowly move them to help you balance.

Now let's walk backward on the line. Place your feet on the line, one foot directly behind the other. Walk backward. Keep your whole foot on the line. Use your arms to help you balance.

Let's walk on the 4" balance beam. Place one foot in front of the other on the beam, and walk forward. Keep your whole foot on the beam. Look straight ahead instead of at your feet.

Now let's walk backward on the beam. Think of how many steps you will need to get to the end of the beam. Place your whole foot on the beam. Walk backward. If you feel you are losing your balance, straighten your body over the beam, raise or lower your arms, or step down to the ground and begin again.

Can you walk on a 2" beam? It is very important to move slowly, pick up and put down your feet carefully, use your arms for balance, and to look straight ahead when you walk.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

TIRES

PLANNED FOR:

Primary

PARTICIPANTS:

East Valley School

Anita - trainable mentally retarded
David - trainable mentally retarded
Mary Ann - trainable mentally retarded
Keith - trainable mentally retarded
Mark - trainable mentally retarded
Billy - trainable mentally retarded

LENGTH:

2:46

SUMMARY:

This film is designed to show a variety of ways that students can move in relation to tires, including running thru, walking and jumping on the tires and a combination of these ways to move.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Tires. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Tires.

Many things can be done with tires. You can walk, run, and jump on them.

With the tires in single file, go thru the tires putting both feet in each tire.

Be sure to look at each tire

Then decide where you are going to put your feet.

Now walk with one foot on the side of the tire and one foot in the center of it.

Move along the tires, putting one foot in the center and one on the outside of the tire.

Walk along the tires without touching the ground.

Now run through the tires with one foot in each tire.

Jump on top of the tire without letting your feet touch the ground.

Try jumping along the tops of the tires.

Jump in, out, over, and on top of the tires.

It's fun to move on tires. You can walk, run, and jump on the tires. You can use one foot, two feet or crawl on all fours. What else can you think of to do on the tires?

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

PARACHUTE PLAY

PLANNED FOR:

All Grades

PARTICIPANTS:

Lokrantz School

LENGTH:

3:19

SUMMARY:

This film includes a description of both the overhand and underhand grip. It also includes the following activities: locomotor skills, the "Umbrella", the "Mushroom", "Making Waves" and "Bouncing Ball".

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Parachute Play. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Parachute Play.

Roll the edge of the parachute for a comfortable grip.

The palms down grip has fingers over and thumbs under the parachute.

Palms up grip has fingers under and thumbs over the parachute.

Start with the parachute spread out on the ground and boys and girls spaced around the edge.

Walking - skipping - running and galloping can be done as you hold on to the parachute.

To do the stunt called the mushroom, raise the parachute high above your head as fast as possible.

As soon as you can see the other students faces, take 3-4 steps toward the center of the chute.

Keep your arms above your head as the chute reaches its height.

Move back quickly to your starting place.

When doing the igloo, lift the chute above your head, walk toward the center, make a half turn and pull the chute down to the ground to trap the air inside.

Another activity is bouncy ball.

Place a light ball in the center of the chute, and shake the parachute vigorously up and down.

Try to keep the ball on the parachute.

Development of Motor and Movement Skills

TRAMPOLINE

PLANNED FOR:

All Beginners

PARTICIPANTS:

Shoemaker School

LENGTH:

3:31

SUMMARY:

This film includes instruction for jumping on the trampoline, knee drops and seat drops as well as the use of the safety belt, the spotters role, and how to get on and off of the trampoline.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Trampoline. If you are using both the viewer and the player the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Trampoline.

The trampoline may be used to develop balance and coordination.

A safety belt is used to keep the performer in the center of the bed.

To get on the trampoline, walk up the steps and sit on the edge.

After the spotting belt is attached, crawl to the center of the bed.

There should be a spotter on each side of the trampoline to assist the performer.

To start jumping, push off with your toes and lift with your arms.

Bend your ankles as you land and point your toes as you lift off.

Keep your knees straight, bend your ankles and point your toes.

Use your arms in a circular motion to help you go higher and to control your body.

To stop, bend your ankles, knees and hips as you hit the bed.

Bend your ankles, knees and hips to stop.

Besides jumping, do a knee drop, or a seat drop.

To do the knee drop, bend your legs at the knees and rebound from the trampoline.

To do a seat drop, put your legs straight out and bounce off the trampoline in a seated position.

To get off of the trampoline -- undo the belt, crawl to the side, sit on the edge, roll over on your stomach and walk down the steps.

SEQUENCED INSTRUCTIONAL PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Motor and Movement Skills

CHALLENGE COURSE

PLANNED FOR:

Middle Grades

PARTICIPANTS:

McBride School

Jay - leg perthes
Vicki - cerebral palsy
Walter - leg perthes
Augustine - post polio
Thomas - cerebral palsy
Deborah - orthopedically handicapped

LENGTH:

3:15

SUMMARY:

This challenge course is composed of several stations, so a variety of skills can be practiced and all students can have a more active role in the scheduled class time. Included in this course: crawl, forward roll, log roll, crawl through tunnel, balance beam and stairs.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Challenge Course. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Challenge Course.

A challenge course has many activities. How many of these can you do?

Crawl under the wands.

Try to stay low and not touch the wands.

When crawling, try to use the arm on one side of your body and the leg of your other side at the same time.

When doing the forward roll on a wedge mat,

Squat on the edge of the mat, Tuck your head and roll.

This mat will help you learn to do the forward roll.

To do the log roll

Lie on the mat with the feet together and arms over your head.

Roll over and over.

As you roll, keep your body straight.

Crawl thru the tunnel.

Keep your head up and eyes straight ahead.

Next, walk along the balance beam.

Stand straight and keep your eyes straight ahead.

When walking backwards, place one foot carefully behind the other.

When walking up and down the steps, keep your body as straight as possible.

Put one foot on each step.

Place the entire foot on the step.

Development of Playground and Recreation Skills

WHEEL TOYS

PLANNED FOR:

Pre-school and Primary Grades

PARTICIPANTS:

Shoemaker School

Celia - cerebral palsy
Tami - cerebral palsy
Jill - cerebral palsy
Jayme - cerebral palsy
Byron - cerebral palsy
David - cerebral palsy
Natalie - cerebral palsy

LENGTH:

3:24

SUMMARY:

This film includes getting on the toys, entering and exiting the traffic course, spacing, pedaling and turning.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Riding Wheel Toys. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Riding Wheel Toys.

Wheel toys are fun to ride.

Get on your wheel toy. Sit in the center of the seat so that your weight will be evenly balanced. Be sure your hands are on the handle bars or the steering wheel and your feet are on the pedals.

Enter the traffic course at the entrance.

Ride your car in the traffic course. Ride in one direction, and ride single file in the traffic lane.

Keep a large space and a safe distance between the front of your toy and the back of your friend's toy.

When riding the Irish Mail, pull the bar toward you. Let it move away and pull again.

The faster you pull, the faster you move. The slower you pull, the slower you move.

When riding a tricycle, hold on with your hands, push down with one foot, and then down with the other foot. Keep on pedaling by pushing down with one foot and then down with the other foot.

When you push your feet fast, the toy goes fast.

When you push slowly, the toys go slowly.

To turn left, slow down. Push the bar with your right hand and pull it with your left hand. Remember to slow down by pushing your feet up and down slowly.

To turn the tricycle, keep both hands on the bars. Turn the bars to the left when you want to go left.

Keep a large space between your toy and your friend's toy.

When you finish riding, you may leave the traffic course at the exit.

Development of Playground and Recreation Skills

SAND PLAY

PLANNED FOR:

Pre-school and Primary Grades

PARTICIPANTS:

Sellery School

Dimitry - cerebral palsy
Loren - spina bifida
James - osteogenesis imperfecta
Timothy - cerebral palsy
Michael - cerebral palsy
Narvelda - cerebral palsy
Marilyn - cerebral palsy
Kimberley - cerebral palsy

LENGTH:

3:20

SUMMARY:

This film illustrates smoothing and patting the sand, picking the sand up and putting it down. Digging a hole with hands and objects. Filling objects and making piles of sand.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Sand Play. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Sand Play.

There are many things you can do with sand.

Rake the sand.

Take your hands and move them slowly and carefully over the sand to make the sand smooth and level.

Smooth and pat the sand.

When you keep on patting the sand, it gets hard and firm.

Let the sand run through your fingers.

Remember to keep the sand in your hands down low so it does not blow.

Use a cup to dig in the sand.

Strain the sand by moving the strainer so the sand will come through it.

Dig a hole in the sand.

How many more things can you do with sand?

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

CLIMBING TREE

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Shoemaker School

Celia - cerebral palsy
Thomas - cerebral palsy
Andrew - cerebral palsy
Jayme - cerebral palsy
Mark - spina bifida
Sharon - delicate
Natalie - orthopedic
Sonja - orthopedic

LENGTH:

3:26

SUMMARY:

This film illustrates how to mount and dismount a climbing tree. It covers grips, foot position, moving around the apparatus and safety hints.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Climbing Tree. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Climbing Tree.

There are many activities to do on the climbing tree. You can climb on, go all the way around without touching the ground and climb off.

Step up onto the lowest bar, one foot at a time and grasp the highest level for a hand hold.

When traveling around the climbing tree, move with your feet on the lowest level, keeping at least one hand and one foot on the bar at all times.

When using the climbing tree, there should be only a few pupils on the tree at any one time. Those waiting their turn should wait a safe distance away. They enter on one path, climb on, take their turn and climb off by another path.

Slide feet along the lowest bar, one at a time.

Use the overhand grip. Place both hands on the top bar, thumbs under the bar, fingers over it, and the backs of the hands toward your face.

Remember to keep one hand and one foot on the bars at all times.

When you reach the path to leave the climbing tree, hold on with both hands as you step down to the mat one foot at a time. Then walk to the end of the line to await your next turn.

Development of Playground and Recreation Skills

PLAYSCAPE

PLANNED FOR:

All Elementary Ages

PARTICIPANTS:

Blend School

Linda - visually handicapped
Teddy - visually handicapped
Ricky - visually handicapped
Jeffrey - visually handicapped
Barbara - visually handicapped
Dhea - visually handicapped
Richard - blind

LENGTH:

3:37

SUMMARY:

This film shows various pieces of the playscape apparatus and tells how it can be used. Included in the film are the tunnel, the Wing Ding, the Ring A Ding, the Squirrel House, the Cats Cradle, the Spiral Steps and a Play House.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Playscape Climbing. The film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Playscape Climbing.

The playscape is made up of several different pieces of equipment. They are a tunnel, a climbing fence, called a wing ding, a frame called a ring a ding, a squirrel house which you may enter, a cats cradle, spiral steps, and a play house. They have been arranged so that you can move from one piece to the other easily.

See how many ways you can move on the playscape. Remember to keep a firm grip with at least one hand, and to keep a safe foothold with one foot at all times.

The tunnel is made of bars and rings of metal with spaces. Climb through the tunnel head first, feet first, or step over the bars.

The wing ding is a zig zag fence with many crossbars to provide handholds and footholds. Grip firmly with the fingers around the bars and the thumb under the bar. Keep a secure handhold with one hand at all times. You may move up, down, or sideways on the wing ding.

Move from the wing ding to the vertical climbing frames called the ring a ding. Pretend you are climbing a tall tree in the forest. Place the feet carefully as you move up, down, and sideward from one tree to another.

Move next to the squirrel cage. You may also call this boxlike structure a flying saucer or spaceship. You can rest inside as you zoom to the moon or sit on top and enjoy the view of the Milky Way.

The cats cradle is a hexagon of bars that looks like a spider web. Enter from the bottom or climb over the top. You can make the cats cradle shake and sway if you pull and push with your feet and hands.

Now use the spiral stairs to climb up to the play house. Climb onto the roof and then down through the opening on the ladder to the inside.

Development of Playground and Recreation Skills

SOFT TUMBLING - LOG ROLL

PLANNED FOR:

Beginning Tumbling
(Primary or Middle Grades)

PARTICIPANTS:

McBride School

Jose - cerebral palsy
Tom - cerebral palsy

LENGTH:

2:16

SUMMARY:

This film shows a progression of the log roll, using the porta-pit fatty mat and wedge. Using the wedge, the film shows taking a starting position, hand and leg position and the roll. The log roll on the flat mat emphasizes hand and feet position and the hip and shoulder turn to start the roll.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Soft Tumbling - Log Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now:

The name of this film is: Soft Tumbling - Log Roll.

It is easier to roll down hill than on a flat mat.

Lie on the incline mat - feet together, hands over head, roll.

Turn your hip and shoulder so you roll down the mat.

Now do the log roll using the flat mat.

Hands over head, feet together, turn your hip and shoulder and roll.

Development of Playground and Recreation Skills

CRAB WALK

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Lokrantz School

Randy - brain damage
David - cerebral palsy
Jackie - deaf
Tammy - deaf

LENGTH:

3:01

SUMMARY:

This film illustrates how to get into position and how to do the crab walk, forward, backward and sideward.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Crab Walk. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Crab Walk.

Start the crab walk from a squat position at the end of the mat.

Reach back and put both hands flat on the mat, keeping your back flat.

Support your weight equally on both arms and legs.

Walk face up in this position.

Keep the body in as straight a line as possible, and the hips in line with the knees and shoulders.

Now, change direction by going backward and then forward.

Move, using your right hand and left foot together and your left hand and right foot together.

Practice moving backward - forward.

To your left and to your right.

Development of Playground and Recreation Skills

LOW BAR - SKIN THE CAT

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Blend School

Anita - partially sighted
Cynthia - low vision
Diane - partially sighted
Richard - blind

LENGTH:

3:00

SUMMARY:

This film includes the hand grip, mounting the low bar and a detailed explanation of how to do under the low bar somersault.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Low Bar - Skin The Cat. The film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Low Bar - Skin The Cat.

This is a low horizontal bar. You can do many stunts on the low bar. These children are practicing mounting the bar.

Stand in front of the bar and grip the bar with both hands.

Place your hands so that the fingers are over the top of the bar and the thumbs are under the bar. This is an overhand grip.

Mount the bar by bending the knees and springing up.

Watch this girl do a back knee circle and under bar somersault backward and forward and return to a stand.

Jump to a mount, bring one leg over the bar, move the hand to the outside, bring the other leg over the bar, move the other hand to the outside, now sit back catching the bar behind the knees, swing under the bar and let the feet drop to the ground - push back through tucking the feet under the bar and stand.

Jump to the bar, bring one leg over, move hand to the outside, bring the other leg over, move the hand to the outside. Now sit back, swing under and drop to the ground, rest a moment and push off the ground, tucking the feet under the bar and stand.

Here is another girl doing the same trick. See how she keeps a firm grip on the bar at all times.

Doing Skin The Cat under bar somersault is fun. Practice and instruction will lead to skilled performance.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

LOW BAR KNEE CIRCLES

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Shoemaker School

LENGTH:

2:09

SUMMARY:

This film includes the use of the overhand grip and the reverse grip, mounting the bar, a single knee support position, circling forward and circling backward.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Low Bar Knee Circles. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Low Bar Knee Circles.

This is a low horizontal bar.

From a stand in front of the bar, grip the bar with both hands. Use an overhand grip.

Fingers on top of the bar, thumbs under the bar.

Mount the bar by bending the knees and jumping to a front support.

Assume a single knee support position by placing the leg over the bar and shifting the hand to the outside again.

This is a single knee circle forward.

Watch it again in slow motion.

From a single knee support position, swing the free leg forward and then backwards; push the body up slightly away from the bar and continue the swing of the leg downward and backward.

Be sure the hands are in a reverse position, fingers under the bar, thumbs on top. Lead with the head as the circle is tried.

Watch it once more.

This is a single knee circle backward.

From a single knee support, swing the free leg backwards and push up slightly away from the bar.

Hook the back of the knee to the bar. Lean backward with the head and shoulders throughout the circle and near the finish of the stunt. Pull strongly with the arms and end on top of the bar again.

Practice with instruction can lead to skilled performance on the low horizontal bar.

Development of Playground and Recreation Skills

HORIZONTAL LADDER - HANGING

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Blend School

Leslie - totally blind
Richard - blind

LENGTH:

3:19

SUMMARY:

This film shows a variety of hanging stunts as done on the horizontal ladder, the "Pencil" or straight hang. chinning, the "half lever or L" and the "Eggbeater". It also includes instruction in mounting and dismounting and in the overhand grip.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Horizontal Ladder - Hanging. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Horizontal Ladder - Hanging.

The horizontal ladder is a good piece of apparatus for arm and shoulder strength.

Mount the ladder from the end. Place one hand on each of the poles. Climb both steps on the ladder.

Reach and grasp the rung of the horizontal ladder with one hand followed by the other.

Use the overhand grip. The thumbs are under the bar, the fingers over it, and the backs of the hands are toward the face.

Hands should be shoulder width apart.

To do the stunt called the "Pencil" the pupil hangs from a rung with feet pointed to the ground.

Dismount by letting go with both hands, and dropping to your feet.

Land on the balls of the feet and bend your knees.

When using the ladder for chinning, start in the hanging position. Pull up until the chin is above the bar.

Elbows fully bent. Keep your legs straight and point your toes. Return slowly to starting position.

The "half lever" or "L" begins in the hang position. The legs are brought up parallel to the ground with the knees straight and the toes pointed.

To do the Eggbeater begin in a side hanging position and twist the body so that it moves in a circle.

Development of Playground and Recreation Skills

HORIZONTAL LADDER - TRAVELING

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Blend School

Anita - partially sighted
Cynthia - low vision
Victoria - partially sighted
Diane - partially sighted
Richard - blind

LENGTH:

2:30

SUMMARY:

This film includes demonstration and instructions on mounting the horizontal ladder, the over hand grip, rung travel forward, double rail travel, alternate rung travel, and dismounting.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Horizontal Ladder - Traveling. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Horizontal Ladder - Traveling.

Arm and shoulder strength may be developed on the horizontal ladder. The ladder may be used for hanging and traveling.

For rung travel forward,

Grasp the first rung with one hand and move the second hand to the same rung.

Using the overhand grip, with the thumb under the bar and the fingers over, travel forward as far as possible, grasping each rung.

Stand facing the end of the ladder and climb the steps.

Place one hand on one rung and bring the other hand to the same rung.

Dismount by climbing down the steps at the end of the ladder.

For single rail travel grasp the same side rail with both hands.

Use the overhand grip, palms of both hands facing inward.

For double rail travel,

Grasp the rails with palms of both hands facing inward - and swing to a hang position.

Travel forward as far as possible, move one hand and then the other.

For alternate rung travel -

Use the overhand grip.

Grasp the first rung with one hand and the third rung with the other. Travel forward by using alternate hands.

Development of Playground and Recreation Skills

BASKETBALL - CHEST SHOT

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Lowman School

Joseph - leg perthes
Jay - quadraplegic cerebellar ataxia
Kenneth - double leg perthes
Lisa - spina bifida
Victor - cerebral palsy
Jose - leg perthes
Carl - double leg perthes

LENGTH:

3:01

SUMMARY:

This film shows hand position, foot position, and how to execute the chest shot. In addition, the emphasis is on the use of a low modified basket and the regulation height basket to accommodate various skill levels and handicaps.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Basketball Chest Shot. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Basketball Chest Shot.

The chest shot is made from a stationary position, 6' - 8' from the basket.

Stand with one foot slightly forward and knees bent.

Lean slightly toward the basket. When performing this shot, keep your eyes on the basket.

Hold the thumbs slightly under the ball.

The low basket may be used for those who cannot reach the regulation basket.

For long shots the ball is dropped from the chest to the waist and pushed forward and upward close to the chest.

Aim at the rim of the basket.

Practice shooting will improve accuracy.

Feet in a forward stride position, bend the knees.

Remember, straighten the knees, hips and ankles as the ball is released.

The entire body should follow through in the direction of the basket.

As the ball is released, the palms face the basket, and the thumbs point upward and inward.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

BASKETBALL - SET SHOT

PLANNED FOR:

Upper Grades

PARTICIPANTS:

Lowman School

Real - hemophilia
Nabil - leg perthes
Matthew - urinary problem

LENGTH:

2:01

SUMMARY:

This film covers the set shot, hand placement, feet and legs and the follow through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Basketball - Set Shot. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Basketball - Set Shot.

The set shot adds variety and accuracy to the game of basketball.

The shooting hand is behind and under the ball.

Keep your eyes on the basket.

This shot should be done with a rhythmic motion.

Bend knees and then extend the body as the shot is made, letting the feet come off of the floor.

Push the ball up, using strong wrist action and extension of the arm.

Follow thru with the fingers pointing straight toward the basket.

Development of Playground and Recreation Skills

BASKETBALL DRIBBLE

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Lokrantz School

Julie - seizures
Randy - cerebral palsy
Steve - cerebral palsy
Shawn - leg perthes
Ricky - spina bifida
Jim - Kidney defect
Maeve - cerebral palsy

LENGTH:

2:27

SUMMARY:

This film describes and shows how to handle a ball, how to control the dribble and how to direct the ball while running to retain control.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Basketball Dribble. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Basketball Dribble.

Dribbling is the continuous bouncing of the ball.

The ball is bounced over and over again.

The ball should be pushed with the fingertips, not batted.

Keep the ball below waist height.

For best control, the dribbler should have his hand cupped when the fingers touch the ball. The wrist and hand furnish most of the force for the dribble.

The hand should "feel" the ball coming back up just before pushing for the next dribble.

The ball must be pushed so that it hits the floor in such a way that it will rebound to the distance the player wishes to move.

The body has a slight forward lean, but the head should be kept up.

Development of Playground and Recreation Skills

BATTING WITH A TEE

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Lowman School

Joe - bilateral leg perthes
Debbie - leg perthes

Lokrantz School

Louis - amputee
Steve - cerebral palsy
John - cerebral palsy
Tony - leg perthes
Billy - arthrogryposis
Dave - cerebral palsy

LENGTH:

2:51

SUMMARY:

This film shows the hand and arm position, stance of the batter, and the take off for first base. In addition, there are varieties of batting tees and types of balls shown, to accommodate various skill levels and handicaps.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Batting With A Tee. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Batting With A Tee.

Batting should be practiced often.

The bat should move parallel to the ground with a smooth swing.

Hold the bat firmly and assume a natural position at the plate.

This is a left handed grip.

When learning to bat a ball, a tee may be used.

When in a ready position, the knees should be slightly relaxed.

As you swing the bat, shift the weight by stepping forward.

Allow the bat to swing forward easily with the ball.

After hitting the ball, run to first base.

The standard grip is the best for most students.

Place the left hand near the end of the bat and the right hand above the left and close to it.

The elbows well out from the body.

The elbows and wrists get into the swing as the bat meets the ball.

A large ball can be used for beginners.

Rotate the hands after the ball has been contacted.

Shoulders even.

Keep your eyes on the ball.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Playground and Recreation Skills

VOLLEYBALL PASS

PLANNED FOR:

Secondary Girls

PARTICIPANTS:

Widney High School

Carolyn - double amputee
Ann Marie - tuberous growths
Brenda - rheumatoid arthritis, colostomy, ulcer, tumors
Olivia - post polio
Julie - asthma, eczema
Sylvia - post polio
Lindy - slipped capital femoral epiphysis

LENGTH:

2:43

SUMMARY:

This film on the volleyball pass emphasizes: the use of the pass, hand and finger position, foot position, contacting the ball and follow thru.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Volleyball Pass. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Volleyball Pass.

Use the pass for playing the ball at chest level and higher.

Hands are held with fingers spread. Form a triangle with thumbs and index fingers.

The wrists should be back, the elbows bent and at shoulder height.

One foot slightly forward for better balance.

Contact the ball with the fingers and the thumb simultaneously, the wrists having a flicking motion.

As the ball is hit, the knees and arms move upward and forward.

Follow through high in the air, in the direction the ball is to go.

Practice passing the ball high and accurately to become a better volleyball player.

Development of Playground and Recreation Skills

VOLLEYBALL SERVE

PLANNED FOR:

Secondary Girls

PARTICIPANTS:

Widney High School

Cindy - grand mal seizures
Regina - spina bifida
Cheryl - psycho-motor seizures
Lindy - slipped capital femoral epiphysis
Corzann - electrical burns
Maria - cerebral palsy

LENGTH:

2:21

SUMMARY:

This film covers the underhand serve in volleyball. Stance, hand position, arm swing, contacting the ball, the shifting of weight and follow through.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Serving A Volleyball. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Serving A Volleyball.

Since all players serve in the game of volleyball, it is important that each player is able to serve correctly.

Stand facing the net, with the left foot slightly forward and pointed toward the net.

Hold the ball in the palm of the left hand.

Serve in one smooth action.

Strike the ball below the center with the heel of the hand.

Move the right arm backward. Hit the ball off of the palm of the left hand.

On the back swing, move the weight back, and as the ball is contacted, shift the weight to the forward foot.

Development of Playground and Recreation Skills

SOFT TUMBLING - FORWARD ROLL

PLANNED FOR:

Beginning Tumbling
(Primary - Middle Grades)

PARTICIPANTS:

McBride School:

Craig - cerebral palsy
Augustine - post polio

LENGTH:

3:09

SUMMARY:

This film shows the progression of the forward roll as done on the porta-pit fatty mat and incline pad. It shows hand and arm placement, head placement, the roll and recovery on the incline pad and on the flat mat.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Soft Tumbling - Forward Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is:
Soft Tumbling - Forward Roll.

When using a wedge mat and the bolster for the forward roll

Place your arms over the bolster, keep your chin against the bolster

Roll over

When using the wedge alone, stand on the wedge, knees bent, hands shoulder width apart.

Tuck your chin against your chest.
Hold the weight on your hands,
until your shoulders touch the mat.

Now let's try the same on the flat mat.

Standing on the mat
Hands shoulder width apart
Tuck the head under.

Transfer your weight from your hands to your shoulders and roll over.

Development of Playground and Recreation Skills

THE FORWARD ROLL

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Blend School

LENGTH:

1' 52"

SUMMARY:

This film shows a ready position, the hand placement on the mat - the head placement, the roll, grasping the legs and the return to a stand.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film The Forward Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: The Forward Roll.

Let's begin the forward roll by standing on the edge of the mat. Bend your knees, lean forward, place your hands on the mat shoulder width apart, fingers pointing straight ahead. Keep your knees together. Place your chin on your chest, keep your hips high, lean forward, push off with your feet, and roll. Hold your weight on your hands until your shoulders touch the mat. Shift your hands from the mat, grasp your shins, and pull your body into a tight tuck position. Roll to the end of mat, and return to a stand.

When doing this tumbling activity, be sure to duck your head. Hold the weight of your body with your hands and let your body down easily, roll on your shoulders and back. Stay in the center of the mat.

Lean forward, place your hands on the mat with fingers straight ahead, and keep your knees together.

When your shoulders touch the mat, take your hands from the mat, grasp your shins, and pull your body into a tight tuck. Roll forward in this small ball position until your feet touch the mat, then straighten up to a standing position.

Watch this film two or three times to help you learn the forward roll.

Development of Playground and Recreation Skills

SOFT TUMBLING - BACKWARD ROLL

PLANNED FOR:

Beginning Tumbling
(Middle Grades)

PARTICIPANTS:

McBride School

Robbie - leg perthes

LENGTH:

2:45

SUMMARY:

This film shows a progression for learning the backward roll using a porta-pit fatty mat and wedge. It shows the backward roll using the wedge, hand placement, and tuck. It then shows the roll on a flat mat with hand placement and tuck.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Soft Tumbling - Backward Roll. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is:
Soft Tumbling - Backward Roll.

A wedge mat makes it easier to do a backward roll.

Start on the edge of the mat.

Rock back and start to roll onto the back.

Place hands above the shoulders, roll back and push off with your hands.

Keep your knees tucked to your chest. Roll to your feet, finishing in a squat position.

Place hands behind the shoulders. Fingers pointed back. Push with your hands and start to roll.

Now practice using the flat mat.

Rock onto your back.
Place your hands above your shoulders.
Push off with your hands and keep your knees and chin to your chest.

Development of Playground and Recreation Skills

HEAD BALANCE

PLANNED FOR:

Secondary

PARTICIPANTS:

Marlton Secondary School

Darran - hard of hearing
Sy - deaf
Mike - deaf

LENGTH:

2:34

SUMMARY:

This film shows the student how to execute a head balance. The basic triangle position for the hands and head, the kick up, the return to starting position, and for the more advanced, going into a forward roll. The role of a spotter for the beginner is also included.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Head Balance. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Head Balance.

This stunt is balancing on the head and hands with the feet straight overhead.

Begin with a triangle position.

Lean forward and place your head on the mat.

Lift and straighten the legs and arch your back.

A spotter should be used while learning this stunt.

The best position for the spotter is to the side and slightly in front of the performer.

To come down from this stunt -- return the legs to the mat in the same manner as they were put in position.

Hands on the mat -- pointing straight ahead --

one leg extended -- one leg bent -- knee under shoulders.

Lift toes from the mat, kick up with the extended leg.

Another way to return to your feet is to tuck the head and do a forward roll.

An alternate way to get back to the mat is to tuck the head and roll.

Development of Playground and Recreation Skills

TUMBLING

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lowman School

Monica - Treacher Collins Syndrome - hearing loss
Kevin - congenital abnormalities of lower spine, left hip, knee and foot

LENGTH:

2:08

SUMMARY:

When three or more basic tumbling skills are learned, these can be combined into a short tumbling routine. This film shows examples of two tumbling routines developed by youngsters with modifications for their various handicaps.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Tumbling. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Tumbling.

A tumbling routine is a series of stunts that are all linked together.

These basic skills are combined in such a way that the performer moves up and down the mat.

This routine begins with a cross sit and then a rising run - a forward roll, dervish jump - a backward roll and finishes with a jackknife.

Another routine begins with a jackknife, and continues with a forward roll, the bird, a push up and a jump turn.

Once you've learned three or more basic tumbling skills -- try putting them together to make up a tumbling routine.

Development of Rhythmic Skills

WALKING

PLANNED FOR:

Primary - Middle Grades

PARTICIPANTS:

McBride School

Karen - trainable mentally retarded
Debbie - orthopedically handicapped
Gerardo - trainable mentally retarded

LENGTH:

2:15

SUMMARY:

This film contains a variety of ways to use the basic walking step. It shows the angles of push off, the transfer of weight, the arm swing, as well as walking fast, slow, on tiptoes, etc.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Walking. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Walking.

Walking is a basic skill. We use it to move about in our daily tasks.

Transfer the weight of the body from the heel to the ball of the foot.

The weight of the body is transferred from the heel to the ball of the foot ..... then to the toes for the push-off for the next step.

Toes are pointing straight ahead.

Swing the arms freely from the shoulders in opposition to the feet.

The body is straight.

Look straight ahead at eye level.

Swing the legs from the hips, bend the knees so you lift your feet off the ground.

We can walk in many different ways

On tiptoes .....

Down low,

With small steps -

And with giant steps.

And you can march with music.

Development of Rhythmic Skills

CLAP YOUR HANDS

PLANNED FOR:

Pre-school - Primary
and Middle Grades

PARTICIPANTS:

Lokrantz School

Thomas - convulsive disorder
George - cerebral palsy
Stephanie - cerebral palsy
Tony - cerebral palsy
Timothy - leg perthes
Douglas - brittle bones
Vicki - cerebral palsy
Janice - congenital meningomyelocele with surgical correction
David - cerebral palsy
Connie - repaired colostomy

LENGTH:

2:36

SUMMARY:

This shows the mimetics of hand activities and the following of rhythmic directions.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Clap Your Hands. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Clap Your Hands.

Clap your hands and hold them tight.

Shake them to the left and shake them to the right.

Turn one hand high and the other hand low.

Clap your hands and roll that dough.

Point your left elbow in - now your right.

Slap your knees and hold them tight.

Reach up high and way down low.

Scatter all the dust and away we go.

(Total four times)

Development of Rhythmic Skills

RHYTHM CIRCLE

PLANNED FOR:

Pre-school and Primary

PARTICIPANTS:

Lokrantz School

2nd/3rd grade lower
academic block and
educable mentally retarded

LENGTH:

2' 50"

SUMMARY:

A visit to my little friend takes one to see their friend each day of the week, and each day they go a different way, run, skip, tiptoe, jump, hop, gallop, and then follow a few hand and arm mimetics.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Rhythm Circle. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is:
Rhythm Circle.

I run to see my friend today.
I run like a reindeer.
I run right to the door and knock.

I skip to see my friend today.
I skip like a happy child
and knock.

I tiptoe to see my friend today.

I jump to see my friend today.
I jump like a bouncing ball.

I hop on one foot to see my friend
today.

My friend and I mount my pony grey
and gallop --
Far far away.

Hi Ho ---

Whoa.

We slide off of my pony

And sit down on the ground to rest.

Everything is quiet, everything is still.

My pony is still, my little friend is
still, and I am still, too.

Just resting and thinking, then when
I'm not even thinking, all at once,

My little thumbs keep moving, my little
thumbs keep moving, my little thumbs
keep moving, Tra lu lu lu la

My thumbs and fingers keep moving, my
thumbs and fingers keep moving

My thumbs and fingers and hands keep
moving, my thumbs and fingers and hands
keep moving

And then I stand right up.

Development of Rhythmic Skills

GERMAN CLAP DANCE

PLANNED FOR:

Primary and Middle Grades

PARTICIPANTS:

Lokrantz School

Troy - spina bifida
Randy - cerebral palsy
Shawn - leg perthes
Douglas - brittle bones
Susan - hydrocephalic with shunts
Janice - congenital meningomyelocade
with surgical correction
David - cerebral palsy
Maeve - cerebral palsy

LENGTH:

2:34

SUMMARY:

This is a beginning folk dance that includes working with a partner. The skills are clapping hands, tapping feet, and turning with a partner.

DANCE DESCRIPTION:

Meas.

1 Now with your hands go
(Four steps forward.)

2 Clap, clap, clap. Now
(Four steps forward, clapping hands three times - beats 1,2,3.)

3 With your feet go
(Four steps forward.)

4 Tap, tap, tap. Then
(Pause, face partners and stamp three times - beats 1,2,3.)

5 Have a care, my
(Place right elbow on back of left hand and shake right forefinger at partner three times - beats 1,2,3.)

6 Partner there, or
(Place left elbow on back of right hand and shake left forefinger at partner three times - beats 1,2,3.)

7 In our fun you'll
(Join right hands high; each makes a complete turn around toward the right under the arch. Finish facing partner.)

8 Have no share.
(Stamp three times, left, right, left - beats 1,2,3.)

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Rhythmic Skills

THE SCHOTTISCHE

PLANNED FOR:

Middle and Upper Grades

PARTICIPANTS:

Sellery School

LENGTH:

3' 01"

SUMMARY:

This film shows the basic Schottische step and reviews doing the Schottische in place and to cover space.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film The Schottische. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: The Schottische.

The Schottische consists of three steps and a hop. The rhythm is even -

step, step, step, hop
step, step, step, hop
step, step, step, hop
step, step, step, hop.

The Schottische consists of three running steps and a hop. Begin with the left foot and take three steps and a hop.

Step right, step left, step right, and hop on the right.
The next Schottische will start on the left,
step, step, step, hop
step, step, step, hop.

The Schottische can be done alone or with a partner
It can be done in different directions, diagonal, to the side, backwards, as well as forward or in a circle.

It can be performed as a running step to cover space or it can be done in place.

Step, step, step, hop
Step, step, step, hop
Step, step, step, hop
Step, step, step, hop.

Development of Rhythmic Skills

GUSTAF'S SKOAL

PLANNED FOR:

Middle Grades

PARTICIPANTS:

Lokrantz School

Troy - spina bifida
Shawn - leg perthes
Larry - speech disability, learning problems
Mary Beth - cerebral palsy
James - cleft palate, imperforate anus
Maeve - cerebral palsy, hemiplegia
Robert - cerebral palsy

LENGTH:

3:18

SUMMARY:

Basic pattern and the two parts of the dance are shown and repeated several times.

DANCE DESCRIPTION:

Gustaf's Skoal
(Basic 4th Grade Dance)

Square formation.
(Four couples face the center in a hollow square.)

Meas.	
4	Introduction
	Part A - Lords and Ladies (Slow)
1-2	With inside hands joined, all Head Couples walk 3 steps (R,L,R) toward each other and bow, leaving weight on the right foot; then they walk backward to place (L,R,L) and bring feet together, leaving weight on the left foot.
3-4	Side Couples repeat the action of Measures 1-2 above.
5-6	Head Couples repeat the action of Measures 1-2 again.
7-8	Side Couples repeat the action of Measures 1-2 again.
	Part B - Country Folk (Fast)
9-12	Head Couples advance toward each other with running steps, while the Side Couples stand in place with inside hands joined high to form an arch; then Head Couples turn so that partners are back to back and run under the arch which they face with running steps; after passing under the arch they run back to their home positions.
13-14	Side Couples repeat the action of Measures 1-12 above, while Head Couples form the arches.

The entire dance is performed a total of 3 times.

Development of Swimming Skills

BREATH CONTROL

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Lisa - cerebral palsy
Mike - cerebral palsy
Eddie - orthopedically handicapped
Douglas - delicate
Alan - cerebral palsy

LENGTH:

2:03

SUMMARY:

This film shows how to breathe in and out thru the mouth and nose, how to blow bubbles and the rhythm for the air exchange.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Breath Control. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Breath Control.

When you have learned to enter the shallow water and move around, you are ready to learn breath control.

Breathe in thru the mouth and out through both mouth and nose.

Breathe in thru the mouth and out through the mouth and nose.

Breathe in through the mouth and out through mouth and nose underwater.

Sink down and blow bubbles as you go under and come back up.

Each exchange of air should take 4 to 5 seconds.

Bubble - bubble - bubble - breathe.

When you learn to breathe in and out comfortably - practice till you can do it 10 or more times without missing.

Development of Swimming Skills

FLOATING

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Lisa - cerebral palsy
Mike - cerebral palsy
Eddie - orthopedically handicapped
Douglas - delicate
Alan - cerebral palsy

LENGTH:

1:43

SUMMARY:

This film shows the breathing, the hand and leg position and how to regain a standing position. It also shows how to move from a jellyfish float to the airplane and back to the jellyfish float.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Floating. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Floating.

This is a jellyfish float.

To do a jellyfish float, place hands on knees, take a breath, slide the fingers down toward your toes and let yourself float with arms hanging down and head in the water.

To stand - straighten the legs - place the feet on the bottom and then raise the head out of the water.

When you have learned the float in the tuck or jellyfish position, you may then open up into a face or prone float by stretching the arms forward and the legs back - then tucking again and standing.

Development of Swimming Skills

BACK FLOAT

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Kenji - cerebral palsy
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

2:48

SUMMARY:

This film shows the method of getting into position for a back float. It includes breathing, head, arm and body position and also shows how to retain a standing position.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Back Float. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Back Float.

This is a back float.

Start low in the water - sit on your heels - bend the neck and place the back of your head in the water - so that your ears are under -

Take a deep breath through your mouth and hold the air in your chest.
Now press up with your hips so that your feet float off the bottom - you may move your feet a little if necessary.

To stand up from a back float - bend the knees - tuck the chin forward to the chest and sit up - your hips will sink and your feet will come to the bottom.

Practice standing up several times so that you can do it easily.

When you have learned the back float, you may begin to learn the back flutter kick.

Development of Swimming Skills

PRONE GLIDE

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

2:37

SUMMARY:

This film shows the progression of learning, beginning with breathing, the prone float, push off and how to retain a standing position.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Prone Glide. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Prone Glide.

Floating and gliding is a beginning step in learning the crawl stroke.

The natural floating position when floating in a face down or prone position is with the face under water.

Take a breath, put the head down, push off with one or both feet and float forward with the arms extended.

To stand up, bend the legs - pull the knees up under the body - then put your feet on the bottom - press down with your arms and raise the head -

The glide is always started from a low position in the water -

When the prone glide has been learned, begin working on the flutter kick.

Development of Swimming Skills

KICKING

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

2:33

SUMMARY:

This film shows the flutter kick, the extension of the ankle and the movement of the leg, the bending of the knee, and keeping the kick under the water's surface.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Kicking. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Kicking.

Flutter kicking is an up and down movement of the leg.

Extend the ankle and move the leg from the hip. The knee should bend slightly while kicking.

Legs should begin kicking as soon as floating position is reached.

Keep the kick under water and the feet close together.

Move the legs smoothly - at a comfortable speed - keep the feet just under the surface of the water.

Practice and instruction will develop a strong kick.

Development of Swimming Skills

BEGINNING STROKE

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Kenji - cerebral palsy
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

1:55

SUMMARY:

This film shows the progression from the learning of the kick, and the addition of the arm stroke, the dip into the water, the pull and the position of the arm.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Beginning Stroke. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Beginning Stroke.

When the kick has been learned, add the arm stroke.

Use your arm as a paddle. Dip it in the water - pull yourself forward, then lift it out of the water while you pull with the other arm.

The arm movements may be learned out of the water. Keep the arms straight and move from the shoulder.

Practice pulling in the water before you try it with your kick.

Always start with the kick first, then add the arm stroke.

The arm movements are much slower than the kick.

Let the body turn in the water to help with the stroke.

Roll or turn to the side as the arm pulls.

Place the hand in the water carefully -

Develop skill in using the kick and the arms and you will have a beginning stroke.

Development of Swimming Skills

BACK STROKES AND SURFACE DIVE

PLANNED FOR:

All Levels

PARTICIPANTS:

Shoemaker School

Mark - orthopedically handicapped
Kenji - cerebral palsy
Eddie - orthopedically handicapped
Sonja - orthopedically handicapped

LENGTH:

1:59

SUMMARY:

This film reviews the elementary back stroke, the back crawl and the surface dive.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Back Strokes and Surface Dive. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Back Strokes and Surface Dive.

Elementary back stroke uses the arms and legs together. It is an easy stroke to learn. From a back float position, bend the arms and legs with the feet and hands moving out to the sides. Then pull the legs back together and the hands to the hips - then glide.

For the back crawl, use a flutter kick and lift the arms back over the head and pull to the side, one at a time.

Objects can be picked up from the bottom of the pool if you learn to surface dive. To surface dive, take a big breath and hold it. Then push off with the head down until you see the plastic ring. Of course, you must keep your eyes open if you are to find the ring quickly. Bring the ring back and then toss it in for the next diver.

The back crawl uses a flutter kick and an over arm pull - lift the arm straight up and then pull to the side.

Development of Physical Fitness

ENDURANCE - RUNNING

PLANNED FOR:

All Grades

PARTICIPANTS:

Marlton Secondary School

Theo - deaf
Pedro - deaf
Dahl - hard of hearing

LENGTH:

2:06

SUMMARY:

This film discusses the general principles of endurance and illustrates one activity, running, for the development of endurance.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Endurance - Running. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Endurance - Running.

One good activity for developing endurance is running.

Start by running in place.

Run with elbows bent, using arms in opposition with legs.

Raise knees high

Run slowly

Then vigorously

Slowly

Vigorously.

Development of Physical Fitness

ENDURANCE - JUMPING JACKS

PLANNED FOR:

Upper Elementary Grades
Secondary

PARTICIPANTS:

Marlton Secondary School

Theo - deaf
Pedro - deaf
Dahl - hard of hearing

LENGTH:

2:27

SUMMARY:

This film discusses the general principles of endurance and illustrates one activity, jumping jacks, for the development of endurance.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Endurance - Jumping Jacks. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Endurance - Jumping Jacks.

To do jumping jacks

Stand tall

Jump in a wide stride position, and fling arms up sidewards.

Jump, feet apart and then together.

To build endurance, do a set number of jumping jacks, or do them for a long period of time.

Development of Physical Fitness

ENDURANCE - GRASSHOPPER

PLANNED FOR:

Secondary

PARTICIPANTS:

Marlton Secondary School

Theo - deaf
Dahl - hard of hearing

LENGTH:

2:03

SUMMARY:

This film discusses the general principles of endurance and illustrates one activity, the grasshopper, for the development of endurance.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm loop film Endurance - Grasshopper. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this film is: Endurance - Grasshopper.

To improve endurance, do a vigorous exercise many times.

One good activity for developing endurance is called the grasshopper.

To do the grasshopper

Take a squat position

Place your hands under your shoulders, just in front of your knees.

Extend one leg backward

Change legs

Bring the knee up under the chest and extend the other leg. Change leg positions as fast as possible.

Start from a squat position

Continue the grasshopper as long as possible to improve your endurance.

SEQUENCED INSTRUCTIONAL PROGRAMS
IN
PHYSICAL EDUCATION FOR THE HANDICAPPED

Development of Physical Fitness

BALANCE - STANDING

PLANNED FOR:

All Levels

PARTICIPANTS:

Marlton School

Sergio - hard of hearing
Michael - deaf
Dahl - hard of hearing

LENGTH:

2:10

SUMMARY:

This film includes both static and dynamic balance activities, including: the stork stand, and a balance board.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Balance - Standing. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Balance - Standing.

Balance is the ability to hold a body position. Static balance is the ability to maintain a position in a held position, as in the stork stand.

To do the stork stand, stand on one foot. Place the sole of the other foot against the calf of the supporting leg.

Shift your weight to one leg and place the sole of the foot against you.

Try the stork stand on the other leg.

Shift your weight to one leg, and place the sole of the other foot against the supporting leg.

Try this stunt with your eyes closed.

Dynamic balance is the ability to maintain a position while on an unstable base. The balance board lets you balance with a moving base.

When stepping onto the balance board, try to center your weight over the base of movement.

Move your body and your arms to help you with your balance.

The balance board has a small base of support.

Development of Physical Fitness

BALANCE - WALKING

PLANNED FOR:

All Levels

PARTICIPANTS:

Marlton Junior High School

Sergio - hard of hearing
Michael - deaf
Dahl - hard of hearing

LENGTH:

2:32

SUMMARY:

This film covers beginning dynamic balance activities beginning with walking a line and then progresses to the balance beam, stork stand and a bird on the balance beam.

NARRATION:

This is a tape recording that may be used alone or with the Super 8mm Loop Film Balance - Walking. If you are using both the viewer and the player, the film must be set correctly to go together with the cassette. Place the film in the projector and run the film. Stop it at the logo, the silhouette of the three children. Now we are ready to begin. Start the viewer now!

The name of this activity is: Balance - Walking.

To practice keeping your balance while walking, start by practicing on a line.

Place one foot along the line, place the heel of your other foot at the toe of your first foot.

Continue walking heel to toe along the line.

Try to keep your eyes straight ahead.
Use your arms to keep your balance.

Next, try walking on a balance beam.
Place one foot in front of the other.
Keep your eyes straight ahead.
Use your arms for balance whenever necessary.

After you've learned to walk on the balance beam, you can try several balance stunts on the beam.

Try to do a squat or a stork stand while balanced on the beam.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: GUIDED RUNNING

SKILL TO BE FILMED: Running with a guide rope

NUMBER OF PUPIL PERFORMERS: 3 LEVEL: Primary

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - Deaf - [✓ Blind] - MH

SCHOOL: Lokrantz AREA: Grass

MATERIALS NEEDED: Rope and Guide Snaps

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle LS-MS 18 fps	25 sec. 5 sec. per overlay	Run the length of the rope, run back and continue the same.	LOGO TITLE GRANT # MTR & MVMT GUIDED RUNNING
45° angle LS 18 fps	10 sec.	Run length of the rope, run back and continue the same.	GUIDE WIRES ENABLE PUPILS WITH A VISION HANDICAP TO RUN AT TOP SPEEDS WITHOUT FEAR.
45° angle MS 18 fps	6 sec.	Same action.	YOU CAN ALSO RUN BACK AND FORTH ALONG A GUIDE ROPE TO HELP BUILD YOUR ENDURANCE.
90° angle CU - legs and feet 50 fps	3 sec.	Small stride position, weight equally distributed	TO RUN, STAND WITH ONE FOOT A SMALL STEP FORWARD, WEIGHT ON BOTH FEET AND TOES FORWARD.
45° angle CU 50 fps	3 sec.	Student takes hold of the guide rope.	TAKE A FIRM GRIP ON THE ROPE AT THE STARTING END OF THE GUIDE WIRE.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle CU - legs and feet 50 fps	3 sec.	Shift weight and begin to run.	SHIFT YOUR WEIGHT TO YOUR FORWARD FOOT AND PUSH OFF WITH THE TOES OF THE REAR FOOT.
90° angle CU - legs and feet 50 fps	5 sec.	Swing rear leg forward and begin to run.	SWING THE BACK LEG FORWARD AND LAND ON THE BALL OF THE FOOT.
0° to the rope MS 18 fps	10 sec.	From mid-rope show slowing to stop, with a spotter.	A SPOTTER STANDING AT THE FINISH POST WILL WARN YOU AS YOU COME TO THE END OF THE GUIDE WIRE.
45° angle MS 50 fps	3 sec.	Run along guide rope.	WHEN RUNNING, SWING BENT ARM FREELY IN OPPOSITION TO YOUR LEGS.
45° angle MS 18 fps	10 sec.	Run along guide wire.	USING THE HAND STRAP AS A GUIDE FOR A STRAIGHT COURSE, YOU CAN RUN ALONG THE GUIDE WIRE.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: JUMPING

SKILL TO BE FILMED: Jumping

NUMBER OF PUPIL PERFORMERS: 6 LEVEL: Middle Grades

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - Deaf - Blind - MH

SCHOOL: Sellery AREA: Grass

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
MS - LS 18 fps	5 sec. per frame	Jumping freely on the turf - jumping forward backward sideward	LOGO TITLE GRANT # MTR. & MVMT. JUMPING
Continuation of above MS 18 fps	3 sec.	Pupils are jumping on the turf. They are arranged in random fashion and 2 are jumping forward, 2 backward, and 2 sideward freely.	IT IS FUN TO JUMP. YOU CAN JUMP IN MANY WAYS. YOU CAN JUMP IN DIFFERENT DIRECTIONS.
JUMP			
45° angle MS 18 fps	2-3 sec.	Pupils stand in starting position for jumping - feet astride knees bent arms at side.	TO JUMP STAND ON BOTH FEET WITH YOUR WEIGHT SPREAD EVENLY OVER BOTH FEET. YOUR ARMS ARE AT YOUR SIDES.
90° angle CU 50 fps	1 sequence	Pupils swing arms forward as they jump forward. Pupils land on balls of both feet with his knees bent.	SWING YOUR ARMS FORWARD AND SPRING FORWARD INTO THE AIR. LAND ON THE BALLS OF BOTH FEET WITH YOUR KNEES BENT.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
JUMP - FORWARD			
45° angle MS 18 fps	3-4 sec.	Group of 3 jumping forward.	TO JUMP FORWARD REMEMBER:
90° angle MS - CU 50 fps	1 sequence	Pupils jump and swing arms forward as they jump forward. Pupils land on balls of both feet with their knees bent.	BEND YOUR KNEES AND BRING YOUR ARMS BACKWARD. AS YOU JUMP, SWING YOUR ARMS FORWARD AND JUMP FORWARD, LANDING ON THE BALLS OF BOTH FEET.
45° angle MS - CU 50 fps		Repeat above action.	YOUR ARMS HELP YOU WHEN YOU ARE JUMPING. THEY HELP YOU MOVE IN THE DIRECTION YOU ARE JUMPING.
JUMP - BACKWARD			
45° angle CU 18 fps	2-3 sec.	Pupil stands with his feet astride, knees bent, and at his side.	TO JUMP BACKWARD STAND ON BOTH FEET WITH YOUR WEIGHT SPREAD EVENLY OVER BOTH FEET. YOUR ARMS ARE AT YOUR SIDES.
45° angle from back MS - CU 50 fps	1 sequence	Pupil swings his arms backwards as he jumps backward. Pupil lands on the balls of both feet with his knees bent.	BEND YOUR KNEES. BRING YOUR ARMS FORWARD. AS YOU JUMP BACKWARD, SWING YOUR ARMS BACKWARD. LAND ON THE BALLS OF BOTH OF YOUR FEET.
90° angle CU 50 fps	s sequence	Repeat action.	TO JUMP BACKWARD REMEMBER TO BEND YOUR KNEES, AND BRING YOUR ARMS FORWARDS. AS YOU JUMP, SWING YOUR ARMS BACKWARD AND JUMP BACKWARD. LAND ON THE BALLS OF BOTH FEET.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle CU 50 fps	3-4 sec.	Semi-squat with arms moving back and forth. (2 pupils)	REMEMBER TO USE YOUR ARMS WHEN YOU ARE JUMPING. YOUR ARMS SWING IN THE DIRECTION YOU ARE JUMPING.
45° angle CU - MS 18 fps	1 jump	2 pupils jump forward.	TO JUMP FORWARD YOU SWING YOUR ARMS FORWARD.
45° angle CU - MS 18 fps	1 jump	2 pupils jump forward.	TO JUMP FORWARD, YOU SWING YOUR ARMS FORWARD.
45° angle CU - MS 18 fps		2 pupils jump backward.	TO JUMP BACKWARD, YOU SWING YOUR ARMS BACKWARD.
JUMP SIDEWARD			
Straight ahead MS - CU 18 fps	3-5 sec. (2 jumps)	Pupils jump sidewards to the left and back to the right.	TO JUMP SIDEWARD, YOU SWING YOUR ARMS TO THE SIDE.
Elevated camera MS 18 fps	6-8 sec.	Pupils are jumping on the turf. They are jumping in various directions, forward, backward, and sideward.	WHEN YOU ARE JUMPING REMEMBER TO SWING YOUR ARMS IN THE DIRECTION YOU ARE JUMPING, TO BEND YOUR KNEES, AND TO LAND ON THE BALLS OF YOUR FEET. HAVE FUN JUMPING.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: HOPPING

SKILL TO BE FILMED:

PURPOSE:

NUMBER OF PUPIL PERFORMERS: 3 - 5 LEVEL: Primary

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - Blind - MH

SCHOOL: AREA:

MATERIALS NEEDED:

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Straight ahead MS 18 fps	5 sec. per title	3 hopping - forward up sideways	LOGO TITLE GRANT # MTR - MVMT HOPPING
Straight ahead MS 18 fps	2-3 sec.	continue above	HOPPING CAN BE FUN. TO HOP .....
90° angle MS 50 fps	10 sec. showing time	2 sequences	THE BODY IS PUSHED OFF THE FLOOR FROM ONE FOOT AND RETURNS TO THE FLOOR ON THE SAME FOOT.
45° angle MS 50 fps	3-4 sec.	1 hop	BE SURE TO USE YOUR ARMS TO HELP YOU HOP

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle CU - foot 50 fps	3-4 sec.	Height of jump to landing	WHEN LANDING - LAND ON THE TOES BENDING YOUR KNEES AND ANKLES.
45° angle MS 50 fps	4-6 sec.	Show 2 hops	WHEN HOPPING KEEP YOUR HEAD UP - AND TRY TO GO STRAIGHT UP.
Straight ahead MS 18 fps	5-6 sec.	Group of 4 forward up backward sideways	HOW MANY WAYS CAN YOU HOP?

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: ROLLING A BALL

SKILL TO BE FILMED:

PURPOSE:

NUMBER OF PUPIL PERFORMERS: LEVEL:

CATEGORY OF PERFORMERS: OH - MR - EH - DEAF - BLIND - MH

SCHOOL: AREA:

MATERIALS NEEDED: Rubber Balls (8") - target (box, etc.)

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec. per title	Rolling a ball between 2 youngsters	LOGO TITLE GRANT # MTR & MVMT. ROLLING A BALL
45° angle MS 18 fps		Continue rolling the ball.	
Straight On CU 50 fps	3-4 sec.	Hold ball at waist height, right hand under - left on top	HOLD THE BALL WITH YOUR RIGHT HAND UNDER IT AND YOUR LEFT HAND ON TOP.
90° angle CU - feet & legs 50 fps	2-3 sec.	Move from feet together - placing left foot forward	PLACE YOUR LEFT FOOT FORWARD - KEEP WEIGHT ON BOTH FEET.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS 50 fps	3-4 sec.	Move ball back, transferring weight and bending at the waist	TRANSFER WEIGHT TO REAR FOOT - AND SWING ARMS BACKWARD, BENDING FORWARD AT THE WAIST.
45° angle - front MS 50 fps	3-4 sec.	Swing arms forward, transfer weight	BEND KNEES AND SWING ARMS FORWARD AT THE SAME TIME, STEPPING ONTO THE LEFT FOOT.
Straight ahead MS - CU 50 fps	3-4 sec.		RELEASE THE BALL NEAR THE GROUND, BY THE FORWARD FOOT
Straight ahead MS - CU 50 fps	3-4 sec.	Repeat entire action	KEEP YOUR EYES ON THE TARGET
			AS YOU RELEASE THE BALL - EXTEND YOUR ARM TOWARD THE TARGET AND BRING YOUR BACK FOOT EVEN WITH THE OTHER ONE
45° angle MS 18 fps	2-3 sec.	repeat action.	

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: STRIKING A BALL

SKILL TO BE FILMED: Striking a Playground Ball

PURPOSE:

NUMBER OF PUPIL PERFORMERS: 2 - 3 LEVEL: Intermediate

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Shoemaker AREA: Diamond

MATERIALS NEEDED: 1 or 2 playground balls
Masking tape

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec. per title	3 or 4 with ball take turns striking the ball.	LOGO TITLE GRANT # MTR & MOVEMENT STRIKING A BALL
45° angle MS 18 fps	3-4 sec.	continue action	STRIKING A BALL IS USED IN MANY GAMES
45° angle MS 50 fps	2-3 sec.	shift weight back	WHEN STRIKING A BALL - SHIFT YOUR WEIGHT BACK
Behind striker MS 50 fps	2-3 sec.	show body rotation	TWISTING YOUR BODY
45° behind CU of arm 50 fps	2-3 sec.	show arm swinging back and forward	MAKE A BIG SWING

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° behind CU of ball 50 fps	3-4 sec.	forward swing and contact of ball	HIT THE BALL JUST A LITTLE BELOW CENTER
45° behind MS 50 fps	2-3 sec.	show follow thru of hit	FOLLOW THRU WITH YOUR ARM IN THE DIRECTION OF THE TARGET
90° angle CU - waist up 50 fps	3-4 sec.	repeat back swing and contact	KEEP YOUR EYES ON THE BALL
45° angle - front MS 50 fps	3-5 sec.	Do entire skill from start to follow thru	WHEN SWINGING THE ARM - KEEP IT LEVEL TO THE GROUND
90° angle MS 18 fps	3-5 sec.	entire skill - 2 times thru	KEEP PRACTICING STRIKING THE BALL

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: BALL CIRCUIT

PURPOSE:

PLANNED FOR:

NO. OF PUPIL PERFORMERS: 8 - 10

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - DEAF - BLIND

SITE: Lokrantz

AREA: Blacktop

TEACHER: Breen

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle	LS-MS 18 fps	Do one of the ball activities.	LOGO TITLE GRANT # MTR. & MVMT.
45° angle	MS 18 fps	Shooting baskets, lining up after each turn.	THIS IS A FILM THAT SHOWS MANY WAYS TO USE A BALL.
45° angle to the rear	CU - MS 18 fps	Run with ball following the leader and lining up for the next activity.	EACH PERSON HAS A BALL SO THAT THEY MIGHT DO ALL THE ACTIVITIES.
Straight ahead	MS 18 fps	Throw the ball at the back stop and then retrieve the ball and line up.	START IN ONE SPOT ON THE PLAYGROUND AND FOLLOW THE LEADER AROUND THE PLAYGROUND, DOING JUST WHAT YOUR LEADER DOES.
45° angle front	MS - LS 18 fps	continue above action	

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle front	MS - CU 18 fps	Step up on a school bench and walk the length of the bench carrying the ball. Step off bench and line up.	
45° angle to 90° angle	LS 18 fps	Bounce ball following the leader along an established path.	WATCH CAREFULLY AND YOU WILL HAVE A CHANCE TO SHOOT, RUN WITH, THROW, CATCH, AND BOUNCE THE BALL.
Straight ahead	MS 18 fps	Lift ball over your head and follow the leader back to the starting line up area.	

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: JUMPING A LONG ROPE

PURPOSE: Progression in learning the skill

PLANNED FOR: Middle grades

NO. OF PUPIL PERFORMERS: 4 - 5

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - DEAF - BLIND

SITE: Shoemaker

AREA: Astroturf

TEACHER: Jaquith

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec. per title	Two turners - One jumper at a time. 2 people in line - Jump - go out - new jumper enters, etc. etc.	LOGO TITLE GRANT # MTR. & MVMT. JUMPING A LONG ROPE
45° angle MS 18 fps	2-3 sec.	Continue above action	JUMPING ROPE IS FUN - AND EASY TO LEARN.
Straight ahead Full shot 18 fps	4-5 sec.	Student jumping straight up and down in one spot.	TO LEARN TO JUMP ROPE WE MUST LEARN FIRST TO JUMP.
90° angle CU of knee down 18 fps	3-4 sec.	Jump up - both feet at once and land on your toes and the balls of the feet, knees slightly bent.	TO JUMP - PUSH OFF WITH BOTH FEET AT THE SAME TIME. USE YOUR ARMS TO HELP.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle CU of knees down 50 fps	4-6 sec.	Continue above action	LAND ON YOUR TOES AND THE BALLS OF THE FEET, BEND KNEES AS YOU LAND.
45° angle MS 18 fps	2-3 sec.	Jump from one spot to another.	NOW MOVE AS YOU JUMP - SO YOU'RE JUMPING FROM ONE PLACE TO ANOTHER.
45° angle CU - feet & legs 18 fps	3-4 sec.	Do a big jump and a small jump - in place.	TO DO A DOUBLE JUMP - TAKE A BIG JUMP FOLLOWED BY A SMALL JUMP.
Straight ahead MS 18 fps	5-7 sec.	Continue above action	CONTINUE TO PRACTICE A DOUBLE JUMP AND SAY TO YOURSELF - JUMP, JUMP JUMP, JUMP JUMP, JUMP JUMP, JUMP
45° angle MS 18 fps	3-4 sec.	Double jump over a line	DO THE DOUBLE JUMP OVER A LINE - JUMP, JUMP JUMP, JUMP JUMP, JUMP
Straight ahead MS 18 fps	3-4 sec.	Double jump over ..... a rope on the ground.	AND OVER A ROPE LYING ON THE GROUND,
45° angle CU - feet 18 fps	3-4 sec.	Double jump over a rope on the ground - and continue as the turners elevate the rope 2 inches.	AND OVER A ROPE A LITTLE OFF THE GROUND.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	2-3 sec.	Stand next to the rope - turners move the rope away from the feet and then back under the feet - continue "unders"	TO JUMP A SWINGING ROPE.
45° angle CU - feet 18 fps	3-4 sec.	Continue above action	THE ROPE MOVES AWAY AND AS IT RETURNS, JUMP IT AND TAKE A SMALL EXTRA JUMP.
45° angle CU - feet 50 fps	3-4 sec.	Continue above action	CONTINUE TO JUMP THE ROPE AND THEN TAKE A SMALL EXTRA JUMP.
45° angle MS 18 fps	2-3 sec.	Double jump - "overs"	TO DOUBLE JUMP THE ROPE WHEN IT'S TURNED OVER THE HEAD .....
45° angle MS - CU 18 fps	2-3 sec.	Stand in the center - rope moves away and over the head	START WITH THE ROPE NEXT TO THE FEET - MOVE THE ROPE AWAY AND OVER THE HEAD
45° angle MS - CU 50 fps	3-4 sec.	Show the swing over the head and jumping the rope	AS THE ROPE COMES TO YOUR FEET - JUMP HIGH AND THEN LOW
Straight ahead MS 18 fps		Continue above action	SAY TO YOURSELF - SWING, JUMP, JUMP SWING, JUMP, JUMP SWING, JUMP, JUMP

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: Jumping A Short Rope

PLANNED FOR: Middle Grades

NO. OF PUPIL PERFORMERS:

CATEGORY OF PERFORMERS: [✓ OH] - MR - [✓ EH] - DEAF - BLIND

SITE: Lowman

AREA: Blacktop

TEACHER:

DATE OF SHOOTING:

INSTRUCTION FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
4 pupils jumping	3-4 sec. LS-18 fps.	Each pupil do the style of jump as noted below.	IT'S FUN TO JUMP USING A SHORT JUMP ROPE.
zoom to jumper #1	3-4 sec. CU-18 fps.	Double jump on 2 feet, go to peppers.	YOU CAN JUMP FAST OR SLOW.
zoom to jumper #2	3-4 sec. CU 18 fps.	Jump on two feet then switch to one foot.	YOU CAN JUMP ON 2 FEET OR 1 FOOT.
zoom to jumper #3	3-4 sec. CU 18 fps.	Do the double jump and then turn while jumping.	YOU CAN FACE ONE DIRECTION OR TURN AROUND WHILE YOU JUMP.
One pupil jumping 3/4 shot	8 sec. MS-CU 18 fps.	Jump in place without a rope.	BEGIN BY JUMPING WITHOUT A ROPE. JUMP ONE TIME, EVERY TIME YOU THINK OF THE WORK "JUMP"
legs and feet only - straight ahead	3-4 sec. CU 18 fps.	Continue to double jump without a rope.	JUMP, JUMP, JUMP JUMP, JUMP, JUMP.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
	6 sec. MS 18 fps.	Pupil bends arms and holds them to his side.	BEND YOUR ARMS AND HOLD THEM OUT TO YOUR SIDE.
			STAND STILL AND PRACTICE SWINGING YOUR ARMS.
	3-4 sec. MS 18 fps.	Stand still and mimic turning a rope.	SWING YOUR ARMS DOWN AND BACK AND AROUND IN A SMALL CIRCLE.
	3-4 sec. MS 18 fps.	Swing arms and mimic jumping rope.	PUT THE ARM-SWING AND JUMP TOGETHER.
			SWING, JUMP, JUMP SWING, JUMP, JUMP.
	2-3 sec. MS 18 fps.	Pick up rope grip with hand.	TO MEASURE A ROPE TO SEE IF ITS THE CORRECT LENGTH.
3/4 shot feet	CU 18 fps.	Stand on the middle and	STAND ON THE MIDDLE OF THE ROPE
			AND BRING YOUR ARMS TO SHOULDER BEND.
MS-CU	zoom toward one hand	Wind extra rope around the hands.	IF IT'S TOO LONG WIND THE EXTRA ROPE AROUND YOUR HANDS.
side view	MS 18 fps.	Stand with rope behind your feet.	BEGIN BY PUTTING THE ROPE BEHIND YOUR FEET.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
side view	MS 50 fps.	Swing rope over head and pull.it to the feet.	SWING THE ROPE OVER YOUR HEAD AND PULL IT CLOSE TO YOUR FEET.
side view feet	CU 50 fps.	Jump over the rope and jump again.	JUMP OVER THE ROPE AND JUMP AGAIN.
3/4 view	50 fps. MS	Continue to double jump.	CONTINUE TO SWING THE ROPE OVER YOUR HEAD AND JUMP OVER IT AND JUMP AGAIN.
front view	18 fps. MS	Continue to double jump.	SWING, JUMP, JUMP SWING, JUMP, JUMP.
High shot	18 fps. MS - LS	Show 4 pupils doing same stunt as at beginning of the film.	WITH PRACTICE YOU WILL LEARN TO DO MANY ACTIVITIES WITH THE SHORT JUMP ROPE.

S8mm LOOP FILM SCRIPT

SKILL TO BE FILMED: ROPE ROUTINE

PLANNED FOR: All Grades

NO. OF PERFORMERS: 4-6

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind

SITE: Lowman

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
			LOGO TITLE GRANT # MTR & MVMT
Elevated LS	3-4 sec.	Various jumping stunts	AFTER LEARNING HOW TO JUMP A SHORT ROPE, YOU CAN LEARN TO DO MANY JUMP ROPE STUNTS.
Front MS	5-6 sec.	Peppers - girl	HOT PEPPERS IS DONE BY TURNING THE ROPE VERY FAST AND DOING A SINGLE JUMP.
Front MS	6-8 sec.	Rope - side swing - boy	THE ROPE SWING IS DONE BY CONTINUING TO DOUBLE JUMP AND BY SWINGING THE ROPE TO ONE SIDE RATHER THAN OVER THE HEAD.
Front MS	6-8 sec.	Cross-over - girl	THE CROSS OVER IS A DOUBLE JUMP DONE BY CROSSING YOUR ARMS IN FRONT OF YOU AND JUMPING THRU YOUR CROSSED ROPE.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Straight ahead	3-4 sec.	double jump - girl - boy	
Side view	3-4 sec.	one foot	WHEN JUMPING ON ONE FOOT -- CONTINUE TO DOUBLE JUMP, AND LIFT ONE LEG SO YOU ARE HOPPING.
CU - feet	2-3 sec.	one foot	
3/4 angle - front	3-4 sec.	2 girls in one rope	TWO IN A ROPE IS DONE BY TWO PUPILS STANDING TOGETHER, WITH THE PERSON IN FRONT TURNING THE ROPE AND BOTH JUMPING AT THE SAME TIME.
3/4 angle - rear - CU - zoom away	3-4 sec.	try 2 in one rope.	

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: HOOPS #2

SKILL TO BE FILMED: Hoops Around the Body

NUMBER OF PUPIL PERFORMERS: 3 LEVEL: Middle Grades

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - Deaf - Blind - MH

SCHOOL: Sellery AREA: Blacktop

MATERIALS NEEDED: Hula Hoops

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle - 3 pupils on grass from above LS 18 fps	5 sec. per title	3 pupils are working with hoops. #1 pupil is jumping rope with the hoop. #2 pupil is spinning the hoop around his arm. #3 pupil is spinning the hoop around his waist.	LOGO TITLE GRANT # MTR & MVMT HOOPS
45° angle - continue above	4 sec. of each group	Continue above action	HOOPS ARE FUN TO USE. YOU CAN USE THEM IN MANY WAYS.
			YOU CAN SPIN THE HOOP AROUND YOUR ARM.
Elevate camera 45° angle - zoom to hoop on ground 18 fps	3 sec.	Pupil twirling hoop on the ground.	YOU CAN TWIRL THEM ON THE GROUND.
45° angle - zoom 18 fps	3 sec.	Twirl hoop around waist.	YOU CAN SPIN AND TWIRL THE HOOP AROUND YOU.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Straight ahead MS-CU 18 fps	3 sec.	Twirling hoop around arm.	TO TWIRL THE HOOP AROUND YOUR ARM ...
45° angle MS 50 fps	3 sec.	#2 pupil holds hoop on arm held out to his side.	PUT THE HOOP IN YOUR HAND. HOLD YOUR ARM OUT TO YOUR SIDE.
Continue above action	3-4 sec.	#2 pupil twirls hoop around arm.	TURN YOUR ARM VERY QUICKLY AROUND AND AROUND IN A CIRCLE. THE HOOP WILL GO AROUND AND AROUND YOUR ARM.
Straight ahead CU 50 fps	3-5 sec.	#1 pupil holds the hoop with one hand on the ground. #1 pupil twists hands and hoop twists.	TO TWIRL THE HOOP ON THE GROUND, STAND THE HOOP ON THE GROUND AND HOLD IT WITH ONE HAND IN FRONT OF YOU AND A LITTLE TO YOUR SIDE.
Straight ahead CU - finger 50 fps	3-4 sec.		TWIST YOUR HAND AROUND, MOVING THE HOOP IN A CIRCLE.
45° angle CU 18 fps	2-3 sec.	#3 pupil puts hoop around his waist, with feet a little distance apart.	TO TWIRL THE HOOP AROUND YOUR WAIST,
45° angle MS-CU 50 fps	4 sec.		STAND WITH YOUR FEET SHOULDER WIDTH APART, BEND YOUR KNEES, PUT THE HOOP AROUND YOUR WAIST AND GIVE IT A TWIRL.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: HOOPS #1

SKILL TO BE FILMED: Catching, Spinning, and Jumping Hula Hoops

NUMBER OF PUPIL PERFORMERS: 3 LEVEL: Middle Grades

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - Deaf - Blind - MH

SCHOOL: Sellery AREA: Blacktop

MATERIALS NEEDED: Hula Hoops

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle - 3 pupils on grass from above LS 18 fps	5 sec. per title	3 pupils are working with hoops. One pupil is twirling his hoop on the ground. Another pupil is spinning his hoop on the ground, and another pupil is throwing and catching the hoop.	LOGO TITLE GRANT # MTR & MVMT HOOPS
45° angle - continue above	4 sec.	Continue above action.	HOOPS ARE FUN TO USE. YOU CAN USE THEM IN MANY WAYS.
45° angle - zoom 18 fps	3 sec.	Jump rope with the hoop.	YOU CAN JUMP WITH THEM AND USE THE HOOP LIKE A ROPE.
45° angle - zoom to hoop on ground 18 fps	3 sec.	Pupil spinning hoop on ground.	YOU CAN SPIN THEM ON THE GROUND.
45° angle - zoom 18 fps	3 sec.	Throwing and catching hoop.	YOU CAN THROW AND CATCH THEM.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS 18 fps	3 sec.	Pupil holds hoop behind him.	TO JUMP WITH A HOOP AND USE THE HOOP LIKE A ROPE,
			HOLD THE HOOP IN BOTH HANDS AND PUT THE HOOP BEHIND YOU.
Straight ahead MS-CU 50 fps	2-5 sec.	Pupil twists the hoop over his head and under his feet. He uses the hoop like a rope and jumps over it.	TWIST YOUR HANDS SO THE HOOP SWINGS OVER YOUR HEAD AND UNDER YOUR FEET.
			SWING, JUMP, JUMP. SWING, JUMP, JUMP.
Straight ahead CU 50 fps	3-5 sec.	Pupil holds the hoop with one hand on the ground. Pupil twists hands and hoop twists.	HOLD THE HOOP WITH ONE HAND IN FRONT OF YOU A LITTLE TO YOUR SIDE. TWIST YOUR HAND QUICKLY AND LET GO OF THE HOOP.
90° angle MS-LS 18 fps		Pupil holds hoop in two hands or one hand and throws and catches it.	TO THROW AND CATCH THE HOOP
Straight ahead MS-CU 50 fps		Pupil holds hoop in two hands or one hand and throws and catches it.	THROW THE HOOP UP INTO THE AIR. WATCH IT AND THEN CATCH IT WHEN IT COMES TO YOU. THROW IT UP IN THE AIR AGAIN, AND CATCH IT.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: USING TIRES - SECTION I

SKILL TO BE FILMED: WALKING - RUNNING - JUMPING

PURPOSE: COORDINATION

NUMBER OF PUPIL PERFORMERS: 6 LEVEL:

CATEGORY OF PERFORMERS: OH - [✓ MR] - EH - Deaf - Blind - MH

SCHOOL: AREA: Turf

MATERIALS NEEDED: 8 tires. Tires are grouped in a single row - the edge of one tire touching the other.

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec. per title	6 pupils work on the tires. 2 pupils are walking on the tires. 2 pupils are running on top of the tires. 2 pupils are jumping on top of the tires.	LOGO TITLE GRANT # MTR & MVMT TIRES
45° angle MS 18 fps	3-4 sec.	continue above action	MANY THINGS CAN BE DONE WITH TIRES. YOU CAN WALK, RUN, AND JUMP ON THEM.
45° angle MS-CU 50 fps	3-4 sec.	Pupils are going through the tires - single file and are putting one foot in each tire.	WITH THE TIRES IN SINGLE FILE, CAN YOU GO THRU THE TIRES PUTTING AT LEAST ONE FOOT IN EACH TIRE?
45° angle - low shot CU - (eyes looking down) 50 fps	3-4 sec.	watch where foot is being placed	BE SURE TO LOOK AT EACH TIRE

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle - high shot CU - (legs and feet) 50 fps	2-3 sec.	place foot carefully in each tire.	AND THEN DECIDE WHERE YOU ARE GOING TO PUT YOUR FEET.
Straight ahead - high shot MS-CU 18 fps	1 sequence	walk - one foot in center of tire one on its side	NOW LET'S WALK WITH ONE FOOT ON THE SIDE OF THE TIRE AND ONE FOOT IN THE CENTER OF IT.
Straight ahead MS 50 fps	1 sequence		
45° angle - high shot MS-CU 18 fps	1 sequence	walk one foot in center and one on the ground outside of the tire	CAN YOU MOVE THROUGH THE TIRES PUTTING ONE FOOT IN THE CENTER AND ONE ON THE OUTSIDE OF THE TIRE?
Straight ahead - high shot MS 18 fps	3-6 sec.	walk on top of tires	CAN YOU WALK ALONG THE TIRES WITHOUT TOUCHING THE GROUND?
90° angle CU - feet 50 fps	2-3 sec.	jump along the tops of the tires	TRY JUMPING ALONG THE TOPS OF THE TIRES
45° angle MS 18 fps	4-5 sec.	Move anyway you wish.	IT'S FUN TO MOVE ON TIRES. YOU CAN WALK, RUN, AND JUMP ON THE TIRES. YOU CAN USE ONE FOOT, TWO FEET OR CRAWL ON ALL FOURS. WHAT ELSE CAN YOU THINK OF TO DO ON THE TIRES?

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: PARACHUTE PLAY

PURPOSE:

PLANNED FOR:

NO. OF PUPIL PERFORMERS:

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - DEAF - BLIND

SITE:

AREA:

TEACHER:

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
MS-LS 18 fps	5 sec. per title	perform various stunts	LOGO TITLE GRANT # MTR & MVMT. SKILLS PARACHUTE PLAY
MS-LS 18 fps	6 sec.	making waves with a plastic ball on the parachute.	PARACHUTE PLAY IS FUN AND INVOLVES THE MUSCLES OF THE ENTIRE BODY
MS-LS 18 fps	2-3 sec.	class sit around the parachute spread out on the ground.	WHEN GRASPING THE RIM OF THE PARACHUTE SEVERAL GRIPS MAY BE USED
CU 45° angle 50 fps	2-3 sec.	on one knee reach forward and grasp parachute with palms up	PALMS UP GRIP HAS FINGERS UNDER AND THUMBS OVER THE PARACHUTE

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
	2-3 sec.	change to the palms down grip	THE PALMS DOWN GRIP HAS FINGERS OVER AND THUMBS UNDER THE PARACHUTE.
	2-3 sec.	move one hand back to the palms up grip	THE MIXED GRIP HAS ONE HAND USING EACH OF THE ABOVE GRIPS
LS from above 18 fps	2-3 sec.	chute spread out - students come around same	FOR A READY POSITION - THE CHUTE IS SPREAD OUT ON THE GROUND
90° angle 50 fps	2-3 sec.	kneel down at side of chute	STUDENT KNEELS ON ONE KNEE
90° angle 50 fps	2-3 sec.	reach forward and grasp chute	USING ANY ONE OF THE GRIPS
MS from ground level 18 fps	3-4 sec.	From kneeling position, lift hands above head and back to ground - repeat	PUPILS MUST FOLLOW DIRECTIONS AND WORK TOGETHER AS A TEAM ON ALL STUNTS.
LS from above 18 fps	2-3 sec.	standing around chute palms down	A GOOD WARM UP ACTIVITY IS "MAKING WAVES".
CU - full zoom 18 fps	2-3 sec.	show grip	USE THE PALMS DOWN GRIP
LS - reverse zoom	3-4 sec.	make waves	SHAKE THE PARACHUTE VIGOROUSLY UP AND DOWN, USING FULL ARM EXTENSION

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
LS - from above 18 fps Zoom in on pupils as they do different movements	3-5 sec.	CCW - walk 4 steps - then run four steps CW - skip 4 steps and hop 4 steps CCW - jump 2 times - slide 2 steps	ALL LOCOMOTOR SKILLS CAN BE DONE WHILE HOLDING THE PARACHUTE - WALK - RUN SKIP - HOP JUMP - SLIDE
LS from above 18 fps	2-3 sec.	Pupils kneeling around chute on one knee	TO DO THE UMBRELLA, START ON ONE KNEE USING THE PALMS DOWN GRIP
LS from above 18 fps	3-5 sec.	stand - elevate chute over head	ON THE SIGNAL - STAND UP STRAIGHT AND FAST, PULLING THE CHUTE OVER YOUR HEAD WITH AS MUCH FORCE AS POSSIBLE.
MS from ground level 50 fps	3-4 sec.	as students stand and reach and return chute to waist level.	
LS - from above 18 fps	3-5 sec.	Do the Mushroom and return to a starting position	THE "MUSHROOM" IS VERY MUCH LIKE THE UMBRELLA.
LS from above 50 fps	2-3 sec.	start on one knee elevate chute above your head.	STARTING ON ONE KNEE, RAISE CHUTE ABOVE YOUR HEAD.
MS - under chute 50 fps	3-5 sec.	when you can see others faces - take 3-4 steps toward the center	AS SOON AS YOU CAN SEE THE OTHER STUDENTS FACES TAKE 3-4 STEPS TOWARD THE CENTER OF THE CHUTE

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
LS - from eye level 50 fps	3-4 sec.	Keep arms up when chute at its peak	KEEP YOUR ARMS ABOVE YOUR HEAD WHEN THE CHUTE REACHES ITS PEAK
LS - from above 50 fps	3-4 sec.	move back quickly to your starting place	MOVE BACK QUICKLY TO YOUR STARTING PLACE.
LS - from above 18 fps	3-5 sec.	Do bouncy ball	ANOTHER ACTIVITY IS BOUNCY BALL
LS-MS from above 50 fps	2-3 sec.	One student place ball in center of parachute remainder holding chute at waist level	PLACE A LIGHT BALL IN THE CENTER OF THE CHUTE
MS - from above 50 fps	3-4 sec.	make waves	AND SHAKE THE PARACHUTE VIGOROUSLY
MS - from above 18 fps	3-5 sec.	keep ball on the chute.	TRY TO KEEP THE BALL ON THE PARACHUTE.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: TRAMPOLINE

SKILL TO BE FILMED: Basic Jump, Mount, Dismount, Jump, Seat Drop, Knee Drop

NUMBER OF PUPIL PERFORMERS: LEVEL: Beginners

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Shoemaker AREA: Blacktop

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
1. Hi 45° angle MS - LS 18 fps	5 sec. / Title	Jumping in center of trampoline.	OVERLAY - LOGO TITLES GRANT # MTR.-MVMT. TRAMPOLINE
1 A		Establishing shot.	
2. Hi 90° MS 18 fps	6-8 sec.	Child mounts steps and gets on trampoline.	TO GET ON THE TRAMPOLINE, WALK UP THE STEPS, SIT ON THE EDGE.
3. Hi 45° CU 18 fps	3-5 sec.	Attach the safety belt.	AFTER THE BELT IS ATTACHED, CRAWL TO THE CENTER OF THE BED.
4. Hi 45° MS - CU 18 fps	3-5 sec.	Student points out the safety spots marked on the trampoline bed.	
5. Hi 45° MS 18 fps	6 sec.	Student begins jumping (using the belt)	TO START JUMPING, BEND YOUR KNEES AND PUSH OFF WITH YOUR TOES - LIFT WITH YOUR ARMS.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
6. Hi 90° angle CU 50 fps	3 sec.	Show feet and ankles - landing and during lift off.	BEND YOUR ANKLES AS YOU LAND AND POINT TOES AS YOU LIFT OFF.
7. Hi 90° CU (waist to feet) 50 fps	3 sec.	Show knees, ankles, feet during lift off and landing.	KEEP KNEES STRAIGHT, BEND ANKLES AND POINT YOUR TOES.
8. Low (below bed level) 90° MS - whole child 50 fps	3 sec.	Show use of arms for balance and elevation.	USE YOUR ARMS IN A CIRCULAR MOTION TO HELP YOU GO HIGHER AND TO CONTROL YOUR BODY.
9. Level or Hi 90° MS 18 fps	10 sec.	Show whole action of child jumping.	
10. Hi 45° MS 18 fps	6 sec.	Jumping child stops himself.	TO STOP - BEND YOUR ANKLE, KNEES AND HIPS AS YOU HIT THE BED.
11. Hi 45° MS - CU 50 fps	2 sec.	Show jumping child - stop himself.	
12. Mid-Hi 90° MS - CU 18 fps	6 sec.	Show dismount.	TO GET OFF THE TRAMPOLINE, CRAWL TO THE SIDE, SIT ON THE EDGE, ROLL OVER ON YOUR STOMACH AND WALK DOWN THE STEPS.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: CHALLENGE COURSE

SKILL TO BE FILMED:

PURPOSE:

NUMBER OF PUPIL PERFORMERS: LEVEL:

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: AREA:

MATERIALS NEEDED:

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Elevated MS-LS 18 fps	5 sec. per title	One youngster in each of the areas doing the skill	LOGO TITLE GRANT # MTR - MVMT CHALLENGE COURSE
45° angle floor shot CU 18 fps	3-4 sec.	crawl under horizontal wands on traffic cones.	CAN YOU DO THIS? CRAWL UNDER THE WAND - BEING CAREFUL TO STAY LOW -
45° angle MS 18 fps	2-3 sec.	log roll	TO DO THE LOG ROLL
45° angle to head - low shot CU 18 fps	2-3 sec.	prone position arm extended over head	LIE ON THE MAT - HANDS OVER YOUR HEAD -
Elevated angle Straight behind MS 18 fps	3-4 sec.	roll the length of the mat.	LOG ROLL - OVER AND OVER

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	2-3 sec.	Show 1 pupil jump thru hoops	WHEN JUMPING IN AND OUT OF THE HOOPS -
90° angle CU - waist down 50 fps	3-4 sec.	show flexion before the jump	BEND THE HIPS, KNEES AND ANKLES
		extension of jump	PUSH YOURSELF FORWARD AND INTO THE AIR,
		landing for the jump	AND LAND ON BOTH FEET, BENDING THE ANKLES AND KNEES.
Over the barrel MS 18 fps	2-3 sec.	crawl into tunnel	CRAWL THRU THE TUNNEL
From exit of barrel CU 18 fps	3-4 sec.	look up crawl thru and out of barrel	KEEPING YOUR HEAD UP AND EYES STRAIGHT AHEAD
90° angle MS 18 fps	2-3 sec.	SPOTTER walk along balance beam	NEXT - WALK ALONG THE BALANCE BEAM.
45° angle CU 50 fps	2-3 sec.		ONE FOOT IN FRONT OF THE OTHER

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
From behind 45° angle MS 18 fps	2-3 sec.	SPOTTER Walk up the steps - one foot on each step	AND UP AND DOWN THE STAIRS
Straight ahead MS - CU 18 fps	3 sec.	Continue to walk down the steps	PLACING ONE FOOT ON EACH STEP

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: RIDING WHEEL TOYS

SKILL TO BE FILMED: How to ride wheel toys.

NUMBER OF PUPIL PERFORMERS: 7 LEVEL: Pre-School - Kindergarten

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - Deaf - Blind - MH

SCHOOL: Shoemaker AREA: Blacktop

MATERIALS NEEDED: Tricycles - Big Wheel - Tractor, etc.
Cards with green and red arrows showing "In" and "Out" on them and taped to ground.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle LS 18 fps	5 secs. per title		LOGO TITLE GRANT # PLG. & REC. SKILLS
		6 pupils are getting their wheel toys and are walking toward the entrance of the traffic circle marked "In."	WHEEL TOYS ARE FUN TO RIDE.
45° angle LS 18 fps	30 sec.	Pupils get on their wheel toys. Pupils' hands are on the bars. Pupils' feet are on the pedals.	GET ON YOUR WHEEL TOY CAREFULLY. BE SURE YOUR HANDS ARE ON THE HANDLE BARS OR THE STEERING WHEEL AND YOUR FEET ARE ON THE PEDALS OF THE WHEEL TOY. SIT IN THE CENTER OF THE SEAT SO THAT YOUR WEIGHT WILL BE EVENLY BALANCED.
45° angle LS 18 fps		The pupils are entering the traffic circle at the entrance marked "In."	WHEN YOU ARE SAFELY ON YOUR WHEEL TOY, ENTER THE TRAFFIC CIRCLE AT THE ENTRANCE, MARKED WITH THE GREEN ARROW.

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
45° angle LS	Ride a group of toys in single file.	RIDE YOUR WHEEL TOY IN THE LARGE CIRCLE. RIDE IN ONE DIRECTION, AND RIDE SINGLE FILE, ONE AT A TIME IN THE TRAFFIC LANE.
45° angle MS	Pupil riding Irish Mail.	WHEN RIDING A PULL TOY, PULL THE BAR TOWARD YOU. LET IT MOVE AWAY AND PULL AGAIN.
45° angle	Continue with Irish Mails. Increase tempo. 2 boys.	THE FASTER YOU PULL, THE FASTER YOU MOVE. THE SLOWER YOU PULL, THE SLOWER YOU MOVE.
45° angle LS 18 fps	Pupils ride keeping 5 - 6' space between vehicles.	REMEMBER TO KEEP A LARGE SPACE AND A SAFE DISTANCE BETWEEN THE FRONT OF YOUR WHEEL TOY AND THE BACK OF YOUR FRIEND'S WHEEL TOY.
45° angle MS	Show weight shift on pedals of tricycle.	TO MAKE THE WHEEL TOY GO, HOLD ON WITH YOUR HANDS, PUSH DOWN WITH ONE FOOT, AND THEN DOWN WITH THE OTHER FOOT. KEEP ON PEDALING BY PUSHING DOWN WITH ONE FOOT AND THEN DOWN WITH THE OTHER FOOT.
45° angle 18 fps	Girl rides slowly on tricycle, then faster.	WHEN YOU PUSH YOUR FEET FAST, THE TOY GOES FAST. WHEN YOU PUSH SLOWLY, THE TOY GOES SLOWLY.

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
45° angle LS 18 fps	Group riding around circle.	RIDE AROUND THE LARGE CIRCLE, SLOW DOWN, TURN THE WHEEL TO THE LEFT AND RIDE AROUND THE OTHER SIDE OF THE CIRCLE. REMEMBER TO SLOW DOWN BY PUSHING YOUR FEET UP AND DOWN SLOWLY.
45° angle MS 18 fps	Girl on tricycle approaches corner and turns handle bars.	TO TURN THE WHEEL TOY, KEEP BOTH HANDS ON THE BARS OR THE WHEEL. TURN THE BARS OR THE WHEEL TO THE LEFT WHEN YOU WANT TO GO LEFT.
3/4 angle 18 fps	Group continues riding various wheel toys around circle - keeping proper space.	REMEMBER TO KEEP A LARGE SPACE BETWEEN YOUR WHEEL TOY AND YOUR FRIEND'S WHEEL TOY.
90° angle 18 fps	Vehicle leaves track at marked spot at South end of course.	WHEN YOU FINISH RIDING, YOU MAY LEAVE THE TRAFFIC CIRCLE AT THE PLACE MARKED WITH THE RED ARROW.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: **SAND PLAY**

SKILL TO BE FILMED: Manipulative Skills

NUMBER OF PUPIL PERFORMERS: 8 LEVEL: Kindergarten

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Sellery AREA: Sandobx

MATERIALS NEEDED: Sandbox with clean, slightly damp sand.
Manipulative toys - 2 shovels - 2 bowls - 2 bottles - 2 pans

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS NARRATION
1. 2-4 pupils playing with sand in each sandbox. (LS)	1. Sand is fun to work with. There are many things you can do with sand. Let's see how many things you can think of to do.
2. Pupils move hands slowly and carefully over the sand to make it smooth and level. Pupils move hands over the top of the sand to make it smooth and level. (MS)	2. Can you make the sand smooth and level? Take your hands and move them slowly and carefully over the sand to make the sand smooth and level. Keep moving your hands on top of the sand until it is nice and smooth and flat and level.
3. Pupils move hands over the the top of the sand to make the sand level and smooth. Pupils pat sand. (CU)	3. Keep on smoothing and patting the sand. It is getting flatter, smoother, and more level. It is also getting harder and firmer. When you keep on patting the sand, it gets harder and firm.
4. Pupil pick up and put down sand. (MS)	4. What else can you do with the sand? Can you pick it up? Can you put it down? Remember to keep the sand in your hands down low so it does not blow.

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS NARRATION
5. Pupils dig holes in sand. 2 pupils dig holes with hands. 2 pupils dig holes with shovels. 1 pupil digs a hole with a bowl. (CU)	5. Can you dig a hole in the sand? What can you you use to dig? Hands, shovels, bowls. Who can dig a hole in the sand with his hands? Who can dig a hole in the sand with the shovels? Who can dig a hole in the sand with a bowl?
6. Pupils fill bowls and bottles with sand. (MS)	6. Now, can you fill a bowl, a bottle or a pan with sand?
7. Pupils fill containers with varying levels of sand. (CU)	7. Some of the containers are completely filled with sand, some are filled ½ way, and some are filled just a little with sand.
8. Pupils pile the sand up. 2-3 pupils work together to make a large pile of sand. (MS)	8. Can you make a pile of sand? You can make a bigger pile when you work together with some friends.
9. Pupils playing with sand. (LS)	9. See how many more things you can do with sand.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: CLIMBING TREE

SKILL TO BE FILMED: Climbing

NUMBER OF PUPIL PERFORMERS: 8 LEVEL: Primary

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - [✓ Deaf] - Blind - MH

SCHOOL: Shoemaker AREA: Apparatus

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
			LOGO TITLE GRANT # PLDG. & REC. SKILLS
20^o angle MS - LS 18 fps	25 sec. 5 sec. per title	Enter at entrance section - move around tree - exit to off camera - return to line.	THE NAME OF THIS ACTIVITY IS - THE CLIMBING TREE.
20^o angle MS - LS 18 fps	15 sec.	Enter - move around tree and exit - go around camera and return to line.	THERE ARE MANY ACTIVITIES TO DO ON THE CLIMBING TREE. YOU CAN CLIMB ON, GO ALL THE WAY AROUND WITHOUT TOUCHING THE GROUND AND CLIMB OFF.
20^o angle MS - LS 18 fps	20 sec.	Continue previous action.	WHEN USING THE CLIMBING TREE, THERE SHOULD BE ONLY A FEW PUPILS ON THE TREE AT ANY ONE TIME. THOSE WAITING THEIR TURN SHOULD WAIT A SAFE DISTANCE AWAY. THEY ENTER ON ONE PATH, CLIMB ON, TAKE THEIR TURN AND CLIMB OFF BY ANOTHER PATH.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
20° angle MS - CU Camera top of tree 50 fps	10 sec.	Walk forward to the structure, reach for the upper bar.	LET'S USE THE OVERHAND GRIP, PLACE BOTH HANDS ON THE TOP BAR.
45° angle CU - ECU Camera to pupils left or top 50 fps	10 sec.		THUMBS UNDER THE BAR, FINGERS OVER IT, AND THE BACKS OF THE HANDS TOWARD YOUR FACE.
20° angle MS - CU 50 fps	10 sec.	Step with left foot first onto the lower bar. Hands are already in position.	STEP UP ONTO THE LOWER BAR, ONE FOOT AT A TIME.
10° angle (left) MS - structure should show 18 fps	30 sec. or until # 1 completes the tree.	Child begins "around world", others join as distance is "safe" continue until # 1 reaches exit area.	WHEN TRAVELING AROUND THE CLIMBING TREE, MOVE WITH YOUR FEET ON THE LOWEST LEVEL. KEEPING AT LEAST ONE HAND AND ONE FOOT ON THE BAR AT ALL TIMES.
45° angle (right of pupil) CU - feet 50 fps	15 sec.	Child travels to his right around the bar.	
45° angle (right of pupil) CU - hands 50 fps	15 sec.	Child travels to his right around the bar.	
10° angle MS - LS (structure should show) 18 fps	20 sec.	1st child steps down - returns to line - continue till 2nd child steps down.	WHEN YOU REACH THE PATH TO LEAVE THE CLIMBING TREE, HOLD ON WITH BOTH HANDS AS YOU STEP DOWN TO THE MAT ONE FOOT AT A TIME. THEN WALK TO THE END OF THE LINE TO AWAIT YOUR NEXT TURN.

S8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: PLAYSCAPE

PURPOSE: How to use the playscape

PLANNED FOR: Elementary

NO. OF PUPIL PERFORMERS: 5

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - [✓ Blind] - MH

SITE: Blend School

AREA: Playground

TEACHER: Miss Davidson

DATE OF SHOOTING: 8-10-71

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
45° angle - Elevated pupils on playscape. 5 secs. per title LS 18 fps	Climb on tunnel and proceed to fence.	LOGO TITLE GRANT # PLG. & REC. SKILLS
45° angle 18 fps	Pupils climb into tunnel.	THE TUNNEL MAY BE USED TO CLIMB THRU OR OVER.
Front angle 18 fps	Pupils 3 boys move to Wing Ding.	MOVE TO THE FENCELIKE WING DING WITH MANY HANDHOLDS.
90° angle 18 fps	Girls and boys move to UFO - climb inside and out bottom	TRANSFER TO THE UFO.
45° angle	2 girls climb to Cats Cradle and make it sway.	

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
45° angle	Climb up steps.	
90° angle	Climb on Ring a Ding.	
45° angle	Climb to playhouse and dismount.	

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: SOFT TUMBLING - LOG ROLL

SKILL TO BE FILMED: Log roll on wedge mat and flat mat

NUMBER OF PUPIL PERFORMERS: 2 LEVEL: Primary

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: McBride AREA: Grass

MATERIALS NEEDED: Porta pit wedge and fatty mat

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec. per title	Continuous forward rolls.	TITLES LOGO TITLE GRANT # PLG. & REC. SKILLS
LOG ROLL			
90° angle MS 18 fps	6 sec.	Climbing up on the incline pad.	IT'S EASIER TO ROLL DOWN HILL THAN ON A FLAT MAT.
Straight ahead MS 18 fps	3-4 sec.	Take starting position legs straight, arms above head.	LIE ON THE INCLINE MAT, FEET TOGETHER, HANDS OVER HEAD.
Straight ahead MS 50 fps	1 roll down mat	Log roll down the incline mat.	TURN YOUR HIP AND SHOULDER SO YOU CAN ROLL DOWN THE MAT.
45° angle MS - CU 50 fps	1 roll length of mat	Log roll on fatty mat only.	NOW DO THE LOG ROLL USING THE FLAT MAT.
		Repeat.	HANDS OVER HEAD - FEET TOGETHER - TURN YOUR HIP AND SHOULDER AND ROLL.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: CRAB WALK

SKILL TO BE FILMED: Crab Walk

NUMBER OF PUPIL PERFORMERS: 4 LEVEL: Primary - Middle Grades

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - [✓ Deaf] - Blind - MH

SCHOOL: Lokrantz AREA: Grass

MATERIALS NEEDED: Mats

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle LS 18 fps	5 sec. per overlay	Wait at left end of mat, crab walk length of mat, one by one - walk behind camera and return to line.	LOGO TITLE GRANT # PLGD. & REC. SKILLS CRAB WALK
45° angle LS 18 fps	15 sec.	Continuation of above without overlay.	
90° angle MS 50 fps	6 sec.	Stand with side to camera and take squat position.	TO DO THE CRAB WALK, TAKE A SQUAT POSITION.
90° angle MS 50 fps	6 sec.	Reach back, place hands on ground, bring back parallel to the ground.	REACH BACK AND PUT BOTH HANDS FLAT ON THE FLOOR, KEEPING YOUR BACK FLAT.
90° angle MS 50 fps	20 sec.	From a static position, begin to do the crab walk, down the mat, head in the lead.	SUPPORT YOUR WEIGHT EQUALLY ON BOTH ARMS AND LEGS.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS 50 fps	35 sec.	Continue moving down the mat doing the crab walk.	WALK FACE UP IN THIS POSITION.
45° angle MS 18 fps	20 sec.	Crab walk the length of the mat, head leading.	KEEP THE BODY IN AS STRAIGHT A LINE AS POSSIBLE. DO NOT ALLOW THE HIPS TO SAG.
45° angle MS 18 fps	30 sec.	Progress down mat head leading - then reverse to foot first, move to one side, then to the other side.	CAN YOU MOVE IN OTHER DIRECTIONS?
45° angle MS 18 fps	20 sec.	Pupils will move, head in the lead the length of the mat.	CAN YOU MOVE WITH YOUR RIGHT HAND AND LEFT FOOT MOVING TOGETHER? WITH YOUR LEFT HAND AND RIGHT FOOT MOVING TOGETHER?

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: LOW BAR SKIN THE CAT

SKILL TO BE FILMED: Under the Bar Somersault (Forward and Backward)

NUMBER OF PUPIL PERFORMERS: 4 LEVEL: Primary and Middle Grades

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - [✓ Blind] - MH

SCHOOL: Blend AREA: Low Bar in Apparatus Area

MATERIALS NEEDED:

VISUAL - INSTRUCTIONS FOR PHOTOGRAPHER	NARRATION - INSTRUCTIONS FOR PUPILS
1. Three pupils are beside the low bar. 1 pupil is jumping up - front support (straight arm support). 2 pupils are hanging by their arms and are getting on the low bar by putting one leg over the bar and then the other leg over the bar. (LS)	1. You can do many stunts on the low bar. You can get on the low bar in many ways. You can get off of the low bar in many ways.
2. 1 pupil is standing in front of the low bar with hands overhand. (MS)	2. One simple stunt to do on the low bar is an Under the Bar Somersault, forward and backward. Stand in front of the bar and put your hands overhand.
3. Pupil's hands are overhand on the bar. The fingers are over the bar, the thumb is under the bar. (CU)	3. Be sure your fingers are over the top of the bar and your thumbs are under the bar.
4. Pupil hangs by both hands and puts one leg over the bar. (MS)	4. Hang by both hands. Lift one leg, or both legs off the ground and put one foot on the bar between your two hands and then move your foot over the bar until the bar reaches your knee. Hook your knee over the bar and hold on tightly with both hands.

VISUAL - INSTRUCTIONS FOR PHOTOGRAPHER	NARRATION - INSTRUCTIONS FOR PUPILS
5. Pupil puts other foot over the low bar. Pupil hangs by hands and knees under the low bar. (MS)	5. Hang by two hands and one knee, lift up the other leg and put your foot on the bar between your two hands. Move your foot over the bar until the bar reaches your knee. Hook both knees over the bar and hold on tightly with your hands. Look back. You are now hanging by your hands and knees underneath the low bar.
6. Pupil lowers his feet over his head and continues lowering his feet until his hips are below his shoulders. (CU)	6. Hold on to the bar tightly with both hands. Be sure your fingers are over the bar and your thumbs are under the bar. Remember to hold on tightly. Lift your legs off of the bar and shift your weight backward. Pull your knees to your chest and keep your knees close to your body. Continue to bring your feet over your head and to lower your body until your hips are below your shoulders. Your arms will hold you and your body will twist around until your feet touch the ground.
7. Pupil pushes with his feet, pulls with his arms, and his body makes an upward rotation to the bar. (CU)	7. Keep on holding on to the bar. Push with your feet against the ground, and pull with your arms and your body will turn upward and back to the bar. You are now hanging by your hands and knees underneath the bar.
8. Pupil lowers his feet over his head and continues lowering his feet until his hips are below his shoulders. (MS)	8. To get down, lift your legs off of the bar and shift your weight backward. Pull your knees close to your chest and keep your knees close to your body. Continue to bring your feet over your head and to lower your body until your feet are below your shoulders. Your arms will hold you, and your body will twist around until your feet touch the ground.

VISUAL - INSTRUCTIONS FOR PHOTOGRAPHER	NARRATION - INSTRUCTIONS FOR PUPILS
9. Pupil puts feet on ground and lets go of bar with his hands. (CU)	9. When your feet are on the ground, let go of the bar with your hands. Stand up.
10. Pupil stands in front of low bar with hands overhead, hangs, and puts one leg over the bar. (MS)	10. Begin the stunt, Under the Bar Somersault, forward and backward, again.
11. Pupil does Under the Bar Somersault forward and backward again. (LS)	11. Have fun.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: Using the Low Horizontal Bar

SKILL TO BE FILMED: Under the Bar Somersault (Forward and Backward)

PURPOSE:

NUMBER OF PUPIL PERFORMERS: 3 LEVEL: Middle

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - Blind - MH

SCHOOL: AREA: Low Bar in Apparatus Area

MATERIALS NEEDED: Low Horizontal Bar

DATE OF SHOOTING:

Visual - Instructions for Photographer	Narration - Instructions for Pupils
1. Three pupils are beside the low bar. 1 pupil is jumping up - front support (straight arm support). 2 pupils are hanging by their arms and are getting on the low bar by putting one leg over the bar and then the other leg over the bar. (LS)	1. You can do many stunts on the low bar. You can get on the low bar in many ways. You can get off of the low bar in many ways.
2. 1 pupil is standing in front of the low bar with hands overhand. (MS)	2. One simple stunt to do on the low bar is an Under the Bar Somersault, forward and backward. Stand in front of the bar and put your hands overhand.
3. Pupil's hands are overhand on the bar. The fingers are over the bar, the thumb is under the bar. (CU)	3. Be sure your fingers are over the top of the bar and your thumbs are under the bar.
4. Pupil hangs by both hands and puts one leg over the bar. (LS)	4. Hang by both hands. Lift one leg, or both legs off the ground and put one foot on the bar between your two hands and then move your foot over the bar until the bar reaches your knee. Hook your knee over the bar and hold on tightly with both hands.

Visual - Instructions for Photographer	Narration - Instruction for Pupils
5. Pupil puts other foot over the low bar. Pupil hangs by hands and knees under the low bar. (MS)	5. Hang by two hands and one knee, lift up the other leg and put your foot on the bar between your two hands. Move your foot over the bar until the bar reaches your knee. Hook both knees over the bar and hold on tightly with your hands. Look back. You are now hanging by your hands and knees underneath the low bar.
6. Pupil lowers his feet over his head and continues lowering his feet until his hips are below his shoulders. (CU)	6. Hold on to the bar tightly with both hands. Be sure your fingers are over the bar and your thumbs are under the bar. Remember to hold on tightly.
	Lift your legs off of the bar and shift your weight backward. Pull your knees to your chest and keep your knees close to your body. Continue to bring your feet over your head and to lower your body until your hips are below your shoulders. Your arms will hold you and your body will twist around until your feet touch the ground.
7. Pupil pushes with his feet, pulls with his arms, and his body makes an upward rotation to the bar. (CU)	7. Keep on holding on to the bar. Push with your feet against the ground, and pull with your arms and your body will turn upward and back to the bar. You are now hanging by your hands and knees underneath the bar.

Visual - Instructions for Photographer	Narration - Instructions for Pupils
8. Pupil lowers his feet over his head and continues lowering his feet until his hips are below his shoulders. (MS)	8. To get down, lift your legs off of the bar and shift your weight backward. Pull your knees close to your chest and keep your knees close to your body. Continue to bring your feet over your head and to lower your body until your feet are below your shoulders. Your arms will hold you, and your body will twist around until your feet touch the ground.
9. Pupil puts feet on ground and lets go of bar with his hands. (CU)	9. When your feet are on the ground, let go of the bar with your hands. Stand up.
10. Pupil stands in front of low bar with hands overhand, hangs, and puts one leg over the bar. (MS)	10. Begin the stunt. Under the Bar Somersault, forward and backward, again.
11. Pupil does Under the Bar Somersault Forward and Backward again. (LS)	11. Have fun.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: HORIZONTAL LADDER HANGING STUNTS

SKILL TO BE FILMED: Hanging Stunts

NUMBER OF PUPIL PERFORMERS: 2 LEVEL: Primary

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - [✓ Blind] - MH

SCHOOL: Blend AREA: Primary Horizontal Ladder

MATERIALS NEEDED:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Activity thru overlays with titles 90° to ladder	5 sec. per title. 5 titles.	2 students on the ladder, one doing the bicycle and one doing the knee lift.	LOGO TITLE GRANT # FITNESS HORIZONTAL LADDER THE NAME OF THIS ACTIVITY IS ... HORIZONTAL LADDER HANGING STUNTS.
Continue activity without title overlay. 90° to ladder	6 sec.	One student doing the knee lift and scissors and the other the bicycle and half lever.	THE HORIZONTAL LADDER IS A VALUABLE PIECE OF APPARATUS FOR BODY DEVELOPMENT.
45° angle - under ladder MS-CU 50 fps	12 sec.	Student moves to the ladder, places hands on poles and climbs up to top step.	STAND FACING THE END OF THE LADDER, PLACE ONE HAND ON EACH OF THE POLES; CLIMB BOTH STEPS OF THE LADDER.
45° angle - under ladder MS-CU 50 fps	6 sec.	From top step - reach forward, using overhand grip, and grasp first rung with each hand and hang.	REACH AND GRASP THE RUNG OF THE HORIZONTAL LADDER WITH ONE HAND, FOLLOWED BY THE OTHER.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° - 90° angle right side of pupil CU 50 fps	10 sec.	Student places hands on the rung with thumbs under and fingers over and the backs of hands toward the face.	USE THE OVERHAND GRIP. THE THUMBS ARE UNDER THE BAR, THE FINGERS OVER IT, AND THE BACKS OF THE HANDS ARE TOWARD THE FACE.
90° to ladder MS-CU 18 fps	8 sec.	From top step, pupil hangs on first rung with toes pointed to the ground.	TO DO THE STUNT CALLED "THE PENCIL" THE PUPIL HANGS FROM A RUNG WITH FEET POINTED TO THE GROUND.
90° to ladder MS-CU 18 fps 50 fps	10 sec. 15 sec.	From standing position, reach for rung, hang, lift knees, returnto a hang.	TO DO THE "KNEE LIFT", HANG, THEN BRING THE KNEES UP SO THE THIGHS ARE PARALLEL TO THE GROUND. HANG STRAIGHT AND REPEAT.
90° to ladder MS-CU 18 fps 50 fps	10 sec. 15 sec.	Start in hanging position, bring legs up parallel to ground, knees straight - toes pointed. Repeat.	THE "HALF LEVER" BEGINS IN THE "PENCIL" POSITION. THE LEGS ARE BROUGHT UP PARALLEL TO THE GROUND WITH THE KNEES STRAIGHT AND THE TOES POINTED. REPEAT.
Under ladder MS-CU 18 fps 50 fps	6 sec. 12-15 sec.	Hang from first rung - chin self one time - repeat twice for slow motion.	FROM THE HANGING POSITION, MAKE A SLOW PULL-UP INTO CHIN POSITION, ELBOWS FULLY BENT. KEEP YOUR LEGS STRAIGHT AND POINT YOUR TOES. RETURN SLOWLY TO STARTING POSITION.
Under ladder MS-CU 18 fps	6 sec.	Hang on to rung - release both hands and drop to feet bending knees and ankles	DISMOUNTS SHOULD BE MADE IN A BENT-LEG POSITION, LETTING GO WITH BOTH HANDS AT ONCE.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS-CU 50 fps	6-8 sec.	Hang from rung - drop to feet bending knees and ankles.	LAND LIGHTLY ON THE BALLS OF THE FEET.
Straight on to end of ladder MS-CU 18 fps	6 sec.	Come to end of the ladder, step on top step - turn around, dismount down stairs.	OR DISMOUNT BY CLIMBING DOWN THE LADDER AT THE END OF THE LADDER.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: HORIZONTAL LADDER - TRAVELING SKILLS

SKILL TO BE FILMED: Traveling Skills

NUMBER OF PUPIL PERFORMERS: 5 LEVEL: Middle Grades

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - [✓ Blind] - MH

SCHOOL: Blend AREA: Ladder

MATERIALS NEEDED:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° to oncoming students 18 fps	5 sec. per title	Travel the length of the ladder.	LOGO TITLE GRANT # PLGD. & REC. SKILLS
45° to oncoming students 18 fps	4 sec.	Several students single and double rail travel.	THE HORIZONTAL LADDER IS EXCELLENT FOR BODY DEVELOPMENTS.
Under ladder 18 fps	2 sec.	Climb on ladder hang for a second travel to end.	IT PROVIDES FOR HANGING AND FOR TRAVELING BY THE HANDS.
Under ladder and a bit to one side 18 fps	1 set of action	Walk to ladder take hold of poles climb up steps.	STAND FACING THE END OF THE LADDER, PLACE ONE HAND ON EACH OF THE POLES: CLIMB BOTH STEPS OF THE LADDER.
Side of ladder so student faces camera MS 50 fps	1 set of action	Reach for rung hang move to the rail	GRASP FIRST RUNG WITH BOTH HANDS CLOSE TOGETHER AND NEAR EITHER SIDE RAIL USING THE OVERHAND GRIP.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
CU - of hands and arms	3 sec.	Continue above action.	WITH HAND CLOSER TO THE SIDE OF THE LADDER, REACH AND GRASP NEARER SIDE RAIL; FOLLOW WITH OTHER HAND, USING OVERHAND GRIPS, PALMS OF BOTH HANDS FACING IN.
45° angle MS 50 fps	1 set of action	Moving one hand, move the length of the ladder.	TRAVEL SIDEWAYS TOWARD THE FAR END AS FAR AS POSSIBLE, SLIDING ONE HAND AND THEN THE OTHER.
90° angle to student MS-CU 50 fps	Drop to ground	Drop - bending knees and ankles.	DISMOUNT BY DROPPING TO YOUR FEET. BE SURE TO BEND YOUR KNEES AS YOU LAND. THIS IS CALLED SINGLE RAIL TRAVEL.
90° to ladder MS 18 fps	3-4 sec.	Walk to ladder, mount same.	TO DO DOUBLE RAIL TRAVEL, CLIMB UP THE LADDER AND GRASP BOTH SIDE RAILS.
CU of hands and arms 50 fps	2 sec.	Hand position.	PALMS OF BOTH HANDS FACING IN
CU-MS of entire student 50 fps	2 sec.	Drop to hand.	AND SWING TO A HANG POSITION.
45° angle MS 50 fps	1 set of action	Do double rail travel.	TRAVEL FORWARD AS FAR AS POSSIBLE, SLIDING ONE HAND AND THEN THE OTHER.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Front view MS 50 fps	Drop	Dismount.	DISMOUNT BY DROPPING, BEING SURE TO BEND THE KNEES.
45° angle to back of student MS 18 fps	3-4 sec.	Move to ladder and mount same.	FOR RUNG TRAVEL FORWARD, MOUNT THE LADDER.
90° to ladder MS 18 fps	4 sec.	Reach for rung.	GRASP THE FIRST RUNG WITH ONE HAND AND THE NEXT RUNG WITH THE OTHER.
CU - hands and grip 18 fps	3 sec.	Fingers over, thumb under.	USING THE OVERHAND GRIP, WITH THE THUMB UNDER THE BAR AND THE FINGERS OVER,
45° to back of student MS 50 fps	1 set of action	Show swing of body.	TRAVEL FORWARD AS FAR AS POSSIBLE, GRASPING RUNGS WITH ALTERNATE HANDS . . .
Back of student from under ladder 50 fps	1 set of action	Turn and climb down ladder.	ONE HAND ON ONE RUNG AND THE OTHER ON THE NEXT. DISMOUNT BY CLIMBING DOWN THE LADDER AT THE OTHER END.
90° to ladder 18 fps	3 sec.	Mount ladder.	TO DO SKIP RUNG TRAVEL - CLIMB THE STEPS OF THE LADDER.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° under ladder 18 fps	1 set of action	Grasp first and third rungs.	USING THE OVERHAND GRIP, GRASP THE FIRST RUNG WITH ONE HAND AND THE THIRD RUNG WITH THE OTHER.
From end of ladder 50 fps	1 set of action	Hang and begin to travel to camera	SWING TO THE HANG POSITION TRAVEL FORWARD, USING ALTERNATE HANDS, SKIPPING EVERY OTHER RUNG.
From end of ladder 50 fps	3 sec.	Dismount.	DISMOUNT BY DROPPING TO THE MAT OR BY CLIMBING DOWN THE LADDER AT THE OTHER END.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: BASKETBALL CHEST SHOT

SKILL TO BE FILMED: Chest Shot

NUMBER OF PUPIL PERFORMERS: 11 LEVEL: Beginners

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Lowman AREA: Blacktop

MATERIALS NEEDED: Low basket and Regulation basket

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS-LS 18 fps	5 sec. per overlay	Two lines - right hand side shoots, left side retrieves - go to opposite side.	LOGO TITLE GRANT # PLGD. & REC. SKILLS CHEST SHOT
90° angle MS (pupil + basket) 18 fps	6 sec.	Facing goal, ball held in both hands chest high.	THE CHEST SHOT IS MADE FROM A STATIONARY POSITION 6' - 8' FROM THE BASKET.
90° angle CU - feet 18 fps	4 sec.	Stand in a forward stride, looking at goal.	FEET IN A FORWARD STRIDE POSITION.
90° angle CU - knees and feet 50 fps	3 sec.	Forward stride with knees slightly flexed.	THE KNEES SHOULD BE BENT . . .
90° angle MS-CU 50 fps	3 sec.	Forward stride with body slightly inclined toward basket.	THE BODY SHOULD BE LEANING SLIGHTLY TOWARD THE BASKET. WHEN PERFORMING THIS SHOT, THE EYES SHOULD BE ON THE TARGET,

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS 18 fps	3 sec.	Ready position.	IN ORDER TO GIVE THE BALL THE NEEDED FORCE,
90° angle CU - Mid torso 50 fps	3 sec.	Move ball down and up to make a shot.	IT SHOULD BE DROPPED FROM THE CHEST TO THE WAIST AND PUSHED FORWARD AND UPWARD CLOSE TO THE CHEST.
45° angle CU - hands and ball 18 fps	6 sec.	Hands on either side of the ball - fingers spread with thumb slightly under the ball.	THE THUMBS SHOULD BE SLIGHTLY UNDER THE BALL.
45° angle MS 50 fps	3 sec.	Do one chest shot. Do one chest shot.	REMEMBER, THE KNEES, HIPS AND ANKLES SHOULD STRAIGHTEN AS THE BALL IS RELEASED.
90° angle MS-CU 50 fps		Do one chest shot.	THE ENTIRE BODY SHOULD FOLLOW THROUGH IN THE DIRECTION OF THE BASKET.
Under basket MS-CU 50 fps	3 sec.	Hold the ball at chest height - make a shot.	THE PALMS SHOULD BE FACING TOWARD THE BASKET, AND THE THUMBS POINTING UPWARD AND INWARD.

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: Set Shot

PURPOSE:

PLANNED FOR: Upper Grades

NO. OF PUPIL PERFORMERS: 4-6

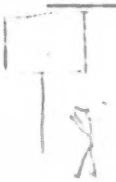
CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - DEAF - BLIND

SITE:

AREA:

TEACHER:

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
 MS Basket & Student	6 sec. or 1 shot 18 fps.	Do a right hand set shot from the right of the basket.	THE SET SHOT IS MADE FROM THE SIDE OF THE BASKET, IN CLOSE.
90° to basket MS	1 shot 18 fps.	Do a shot from the right side.	IT IS A BANKED SHOT WITH A JUMP, BRINGING THE HAND AS CLOSE TO THE SPOT OF THE BANK AS POSSIBLE.
90° to basket CU	1 shot 50 fps.	Do one shot with jump.	
90° to basket MS	4 sec. 50 fps.	Pass to student - catch pass	THE BALL SHOULD BE CAUGHT FIRMLY IN BOTH HANDS.
45° to student CU - feet	1 set of action 50 fps.	Step onto left foot 5-6' from basket and jump into the air from the left foot.	THE TAKE OFF SHOULD BE FROM THE LEFT FOOT ABOUT 5-6' FROM THE BASKET AND TO THE SIDE.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° to student CU - upper body	1 set of action 50 fps.	Ball raised in right hand extended to backboard.	THE BALL IS RAISED IN THE RIGHT HAND UP THE CENTER OF THE BODY. AT THE HEIGHT, THE ELBOW SHOULD BE EXTENDED AND THE ARM IN COMPLETE REACH ABOVE THE HEAD.
45° - 90° to student CU - hand and arm	1 set of action 50 fps.	Push ball against backboard.	THE BALL SHOULD BE PUSHED GENTLY AGAINST THE BACKBOARD.
45° - to student MS (full student)	1 set of action 50 fps.	1 jump and shot.	THE RELEASE SHOULD COME AT THE HEIGHT OF THE JUMP.
90° to hand CU	1 shot 50 fps.	Release of the ball.	THE HAND SHOULD MOVE FROM BEHIND THE BALL TO GIVE IT SPIN.
Perpendicular to basket CU of baskboard	3 balls 18 fps.	Ball hitting and rebounding.spot on area.	THE BALL SHOULD REBOUND ABOUT 12" TO THE RIGHT OF THE BASKET AND FROM 12" TO 18" ABOVE THE RIM.
45° - 90° to student MS	2-3 shots 18 fps.	Do a complete shot.	THE JUMP SHOULD BE DIRECTLY UPWARD AND NOT FORWARD. THE BALL SHOULD BE RELEASED AS CLOSE AS POSSIBLE TO THE BACKBOARD TO INSURE ACCURACY.
45° to student MS	1 landing 18 fps.	Land from shot.	FOLLOWING THE SHOT, LAND ON BOTH FEET, GIVING WITH THE KNEES AND ANKLES, READY TO CONTINUE PLAY.
45° - 90° to student CU- legs & feet	1 landing 50 fps.	Land from shot.	

SUPER 8mm LOOP FILM OUTLINE

NAME OF FILM: BASKETBALL DRIBBLE

SKILL TO BE FILMED: Basketball Dribble

NUMBER OF PUPIL PERFORMERS: 7 LEVEL: Middle - Upper Grades

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - [✓ EH] - Deaf - Blind - MH

SCHOOL: Lokrantz AREA: Blacktop

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
MS - LS Student plus basket 18 fps	5 sec / Title	Line of students dribbling to off camera - then return from opposite side.	LOGO TITLE GRANT # PLGD-REC SKILLS DRIBBLING A BASKETBALL
Opposite basket MS 18 fps	4-6 sec.	Move while dribbling.	DRIBBLING IS A LEGAL WAY FOR A PLAYER TO MOVE WITH THE BALL.
			THE BALL IS BOUNCED OVER AND OVER AGAIN.
CU 50 fps Ball and Hand	4-5 sec.	Dribble ball, traveling a limited distance forward.	FORCE IS GIVEN TO THE BALL AFTER EACH BOUNCE, AND THE BALL IS NOT ALLOWED TO REST OR BE CAUGHT IN ONE OR BOTH HANDS BETWEEN BOUNCES.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
CU 50 fps Hands and Ball	3-4 sec.	Dribble in place.	FOR BEST CONTROL, THE DRIBBLER SHOULD HAVE HIS HAND CUPPED WHEN THE FINGERS TOUCH THE BALL. THE WRIST AND HAND FURNISH MOST OF THE FORCE FOR THE DRIBBLE. THE HAND SHOULD "FEEL" THE BALL COMING BACK UP JUST BEFORE PUSHING FOR THE NEXT DRIBBLE.
MS 18 fps	6 sec.	Dribble moving the length of the court.	THE BALL MUST BE PUSHED SO THAT IT HITS THE FLOOR IN SUCH A WAY THAT IT WILL REBOUND TO THE DISTANCE THE PLAYER WISHES TO MOVE. THE BODY HAS A SLIGHT FORWARD LEAN, BUT THE HEAD SHOULD BE KEPT UP.
CU 50 fps Hand and Lower Body	3-4 sec.	Dribble moving around the court.	THE BALL SHOULD BE PUSHED WITH THE FINGERTIPS, NOT BATTED.
MS - CU 50 fps	2-3 sec.	Dribble, keeping the ball low and pushing it forward as you move.	KEEP THE BALL BELOW WAIST HEIGHT AND REMEMBER TO PUSH SLIGHTLY FORWARD.

SUPER 8mm LOOP FILM OUTLINE

NAME OF FILM: BATTING TEE

SKILL TO BE FILMED: Batting

NUMBER OF PUPIL PERFORMERS: 8 LEVEL: Middle and Upper Grades

CATEGORY OF PERFORMERS: [✓ OH] - [✓ ME] - [✓ EH] - Deaf - Blind - MH

SCHOOL: Lowman - Lokrantz AREA: Grass

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
			LOGO TITLE GRANT# PLDG. & REC. GAMES.
0° angle MS - LS 18 fps	4 sec. per title	Bat balls off of a batting tee.	BATTING SHOULD BE PRACTICED OFTEN.
45° angle CU (hands and bat grip) 18 fps	4 sec.	Hold bat with both hands.	THE STANDARD GRIP IS THE BEST FOR MOST STUDENTS.
0° angle CU (hands and bat grip) 18 fps	4 sec.	Left hand only.	THE LEFT HAND SHOULD BE PLACED 2-3" FROM THE END OF THE BAT.
CU (hands and bat grip) 18 fps	6 sec.	Place right hand onto bat grip.	THE RIGHT HAND SHOULD BE PLACED ABOVE THE LEFT AND CLOSE TO IT.
			THE BAT SHOULD BE HELD FIRMLY.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
From Pitcher's area 18 fps	4 sec.	Walk in - take a batting stance.	A NATURAL POSITION SHOULD BE ASSUMED AT THE PLATE.
90° angle MS 18 fps	4 sec.	Show same position from another angle.	THE BODY SHOULD BE UPRIGHT AND WELL BALANCED.
90° angle MS 18 fps	4 sec.	Batting stance.	THE LEFT SHOULDER TOWARD THE PITCHER.
90° angle CU (shoulders) 18 fps	4 sec.	Batting stance.	THE SHOULDERS SHOULD BE EVEN.
90° angle CU (knees) 18 fps	3 sec.	Batting stance.	KNEES SLIGHTLY RELAXED.
90° low angle CU - feet 18 fps	4 sec.	Batting stance.	FEET PARALLEL WITH THE RIGHT FOOT OPPOSITE THE BACK CORNER OF THE PLATE.
1st base line (move in to arms) 18 fps	6 sec.	Keep bat high in ready position.	THE BAT SHOULD BE BACK, ELBOWS AND WRISTS BENT AND OUT FROM THE BODY.
1st base line MS 50 fps	4 sec.	Take a swing bat parallel to the ground.	WITH A SMOOTH SWING BAT SHOULD MOVE PARALLEL TO THE GROUND.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
1st base line MS 50 fps	4 sec.	Follow thru of swing.	THE ELBOWS SHOULD BE WELL OUT FROM THE BODY AND THE ELBOWS AND WRISTS GET INTO THE SWING AS THE BAT MEETS THE BALL.
90° angle CU - (feet) 50 fps	1 swing	A step - swing.	THE LEFT FOOT SHOULD JUST FINISH A STEP FORWARD AS THE BAT HITS THE BALL.
Pitchers area MS - CU 50 fps	1 swing	Step swing.	THE BAT SHOULD BE ALLOWED TO SWING FORWARD EASILY WITH THE BALL.
90° angle CU - hands & bat 50 fps	1 follow thru	Step - swing.	THE HAND SHOULD ROTATE AFTER THE BALL HAS BEEN CONTACTED.
90° angle CU - feet 50 fps	1 swing	Step swing.	THE WEIGHT SHOULD BE ON THE FORWARD FOOT.
Pitchers area MS - entire pupil 50 fps	1 swing	Step - swing - run.	THE BAT SHOULD BE DROPPED WITH THE LEFT HAND.
			THE RIGHT FOOT CROSSES THE PLATE AND TAKES THE FIRST STEP TOWARD FIRST BASE.

SUPER 8mm LOOP FILM OUTLINE

NAME OF FILM: VOLLEYBALL PASS

SKILL TO BE FILMED: Overhand Volley

NUMBER OF PUPIL PERFORMERS: 7 LEVEL: Secondary Girls

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Widney AREA: Volleyball Court

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Camera 1 to arc MS - LS	5 sec. / title 18 fps	"U" shape drill with one leader - using volley.	LOGO TITLE GRANT # PLG-REC. SKILLS
Cont. above	3-4 sec. 18 fps	Volley drill.	THE OVERHEAD VOLLEY IS USED FOR BALLS AT CHEST LEVEL AND HIGHER.
MS - CU hands & upper body 90° to student	3-4 sec. fps	Hands in ready position at eye level.	THE HANDS ARE HELD AT EYE LEVEL WITH THE FINGERS SPREAD.
CU - hands only 90° to student	3-4 sec. 18 fps	Hands in ready position at eye level.	THUMBS AND INDEX FINGERS ALMOST TOUCHING.
CU - hands only 90° to student	3-4 sec. 18 fps	Hands in ready position at eye level.	THIS GIVES THE APPEARANCE OF A TRIANGLE OR WINDOW TO LOOK THROUGH AS THE BALL IS HIT.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle CU - MS - full body	3-4 sec.	Ready position. Elbows bent etc.	THE WRISTS SHOULD BE BENT BACK, THE ELBOWS BENT AND AT SHOULDER HEIGHT.
			ONE FOOT IS SLIGHTLY AHEAD WITH THE KNEES BENT.
45° angle CU - hands & wrists	3-4 sec. or 2 contacts 50 fps	Contacting ball.	THE BALL IS CONTACTED BY ALL THE FINGERS AND THE THUMB SIMULTANEOUSLY, THE WRISTS HAVE A FLICKING MOTION.
45° angle MS - full body	2 contacts 50 fps	Volley the ball.	AS THE BALL IS HIT, THE KNEES AND ARMS MOVE UPWARD AND FORWARD.
			FOLLOW THROUGH HIGH IN THE AIR, IN THE DIRECTION THE BALL IS TO GO.
MS 2 players & net	2 volleys 50 fps	Volley across court.	WHEN USING THE OVERHEAD, VOLLEY CAN BE USED TO PASS THE BALL TO A TEAM-MATE.
2 players & net MS	2 volleys 18 fps	Volley across court.	HIT THE BALL HIGH INTO THE AIR.
			JUMP OFF THE FLOOR AS THE BALL IS HIT.

SUPER 8mm LOOP FILM OUTLINE

NAME OF FILM: VOLLEYBALL - SERVE

SKILL TO BE FILMED: Underhand Serve

NUMBER OF PUPIL PERFORMERS: 6 LEVEL: Secondary Girls

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Widney AREA: Blacktop Court

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
MS 18 fps	5 sec. / title	Repeated serves with several balls.	LOGO TITLE GRANT # PLGD. & REC.
45° angle to server MS 18 fps	6 sec.	Rotate in and serve then move on.	SINCE ONLY THE SERVING TEAM CAN SCORE IN VOLLEYBALL IT IS IMPORTANT THAT EACH PLAYER CAN SERVE.
Directly in front of server MS 18 fps	3 sec.	Stand facing net.	THE PLAYER SHOULD STAND FACING THE NET.
Directly in front of server CU of feet & knees 18 fps	3 sec.	Place left foot slightly forward and pointing to net.	WITH THE LEFT FOOT SLIGHTLY FORWARD AND POINTED TOWARD THE NET. THE LEFT KNEE IS SLIGHTLY BENT.
CU of hand 18 fps	3 sec.	Hold ball in palm of left hand.	THE BALL IS HELD IN THE PALM OF THE LEFT HAND.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
CU of hand 18 fps	3 sec.	Hold ball in palm of left hand.	THE BALL IS HELD IN THE PALM OF THE LEFT HAND.
CU of mid-body directly in front of server 50 fps	3-4 sec.	Move arm with ball across the body and move serving arm forward to contact the ball.	WITH THE ARM ACROSS THE BODY SO THE BALL CAN BE HIT BY THE RIGHT HAND MOVING STRAIGHT FORWARD.
90° to server MS 50 fps	1 sequence	Do a complete serve.	THE SERVE SHOULD BE ONE COMPLETE, SMOOTH ACTION.
90° to server MS 50 fps	3-4 sec. or 1 sequence	Move arm back - come thru - contact the ball - follow thru to the net.	THE RIGHT ARM MOVES BACKWARD AND FORWARD TOWARD THE NET, HITTING THE BALL OUT OF THE OPEN PALM OF THE LEFT HAND.
90° to server CU 50 fps	3-4 sec.	Move arm back and forward to contact point - holding action at the point of contact.	THE BALL SHOULD BE HIT BELOW THE CENTER WITH THE HEEL OF THE HAND.
90° to server CU of feet 50 fps	1 sequence	One complete serve.	ON THE BACK SWING, THE WEIGHT MOVES TO THE BACK FOOT.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: SOFT TUMBLING - FORWARD ROLL

SKILL TO BE FILMED: Forward Roll with wedge and on flat mat

NUMBER OF PUPIL PERFORMERS: 3 LEVEL: Middle grades

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - Blind - MH

SCHOOL: McBride AREA: Grass

MATERIALS NEEDED: Porta-pit fatty mat and wedge

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec. per title	Continuous forward rolls.	TITLES LOGO TITLE GRANT # PLG. & REC. SKILLS
90° angle MS 18 fps	3-4 sec.	Fatty mat - incline pad - bolster starting position.	LIE OVER THE BOLSTER - HEAD DOWN - ARMS OVER HEAD.
45° angle CU 18 fps	2-4 sec.	Keep head down and hands on the fatty mat.	HANDS FLAT AGAINST THE FATTY MAT.
45° angle MS 50 fps	1 roll	Teacher rolls bolster forward until pupil completes roll.	KEEP YOUR CHIN DOWN AND HANDS ON THE FATTY MAT.
45° angle CU 50 fps	3-4 sec.	Starting position.	PLACE HANDS ON MAT SHOULDER WIDTH APART. CHIN AGAINST THE CHEST.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 50 fps	1 roll forward	Roll forward.	LEAN FORWARD BENDING THE ARMS. PUSH WITH THE FEET. ALLOW THE BACKS OF THE SHOULDERS TO TOUCH THE MAT FIRST, CONTINUE ROLLING OVER THE BACK.
Repeat action 3 times			REMEMBER:
Straight ahead MS-CU 50 fps	end of roll - follow thru	Show follow thru.	WHEN SHOULDERS TOUCH THE MAT, TAKE HANDS FROM THE MAT - GRASP SHINS AND ROLL FORWARD TO THE FEET. STRAIGHTEN TO A STANDING POSITION.
90° angle CU 18 fps	3 sec.	Forward Roll - fatty mat only from stand to squat.	FROM A SQUATTING POSITION
Straight ahead CU 18 fps	3-4 sec.	Place hands - tuck chin.	PLACE HANDS ON THE MAT, SHOULDER WIDTH APART - PLACE CHIN ON THE CHEST.
90° angle CU 50 fps	3-4 sec.	Forward roll one time thru.	PUSHING WITH THE FEET - ALLOW THE BACK OF THE SHOULDERS TO TOUCH THE MAT FIRST. CONTINUE ROLLING OVER THE BACK.
90° angle CU 50 fps	3-6 sec.	Repeat a forward roll.	WHEN YOUR SHOULDERS TOUCH THE MAT, GRASP YOUR SHINS WITH YOUR HANDS. PULL INTO A TIGHT TUCK.
90° angle CU 50 fps	3-6 sec.	Show follow thru part of the forward roll.	ROLL FORWARD IN THIS POSITION AND STRAIGHTEN TO A STANDING POSITION.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: SOFT TUMBLING - BACKWARD ROLL

SKILL TO BE FILMED: Backward Roll on wedge mat

NUMBER OF PUPIL PERFORMERS: 1 LEVEL: Middle grades

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: McBride AREA: Grass

MATERIALS NEEDED: Porta-pit wedge and fatty mat

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec. per title	Continuous forward rolls.	TITLES LOGO TITLE GRANT # PLG. & REC. SKILLS
Straight ahead CU of person 18 fps	3-4 sec.	Standing to a squat position.	TAKE A SQUATTING POSITION WITH HANDS ON THE MAT. KNEES BETWEEN YOUR ARMS.
90° angle MS-CU 50 fps	2 sec.	Rock forward and then back.	ROCK FORWARD AND THEN BACK.
90° angle CU - hands 50 fps	3-4 sec.	Rock into the roll.	PUSH WITH HANDS AND START TO ROLL ONTO THE BACK.
90° angle MS 50 fps	3-4 sec.	Continue the roll moving the arms.	PLACE HANDS ABOVE THE SHOULDERS, FINGERS POINTED BACK AND PALMS UP.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle from feet CU - head-chest 50 fps	3-4 sec.	Do roll one time thru.	KEEP CHIN ON CHEST THROUGHOUT THE ROLL.
Finish end of mat MS-CU 50 fps	1 sequence	Reach back - roll over.	PLACE HANDS ABOVE THE SHOULDERS, ROLL OVER THE TOP OF THE HEAD ON TO THE HANDS.
90° angle CU - legs 50 fps	2 sec.	Roll - for reach.	KEEP THE KNEES TUCKED TO THE CHEST. ROLL TO THE FEET.
90° angle MS 50 fps		Finish of the roll.	FINISH IN A SQUAT POSITION.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: HEAD BALANCE

SKILL TO BE FILMED: Head Balance

NUMBER OF PUPIL PERFORMERS: 3 LEVEL: Secondary - Boys

CATEGORY OF PERFORMERS: OH - MR - EH - [✓ Deaf] - Blind - MH

SCHOOL: Marlton AREA: Blacktop

MATERIALS NEEDED: Mats

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS	5 sec. per title	Do head balance continue.	LOGO TITLE GRANT # PLGD. & REC. SKILLS HEAD BALANCE
45° angle MS	4-5 sec.	Do head balance.	THIS STUNT IS BALANCING ON THE HEAD AND HANDS WITH THE FEET STRAIGHT OVERHEAD.
90° angle MS - CU 50 fps	3-4 sec.	Move from stand to a squat position.	BEGIN WITH A SQUAT POSITION.
45° angle CU 50 fps	2-3 sec.	Place hands on the mat.	HANDS ON THE MAT - POINTING STRAIGHT AHEAD.
90° angle MS - CU 50 fps	3-4 sec.		ONE LEG EXTENDED - ONE LEG BENT - KNEE UNDER SHOULDERS.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS - CU 50 fps	3-4 sec.	Lean forward. Place head on the mat.	LEAN FORWARD AND PLACE YOUR HEAD ON THE MAT.
90° angle MS - CU 50 fps	3-4 sec.	Lift toes so balance is on head and hands.	LIFT TOES FROM THE MAT, KICK UP WITH THE EXTENDED LEG.
45° angle CU 50 fps	2-3 sec.	Show triangular position.	KEEP THE TRIANGULAR FORMATION, WITH THE FORWARD PART OF THE HEAD AND THE HANDS.
90° angle MS 50 fps	3-4 sec.	Lift legs. Arch back.	LIFT AND STRAIGHTEN THE LEGS AND ARCH YOUR BACK.
90° angle MS 18 fps	3-4 sec.	Show entire stunt with a spotter.	A SPOTTER SHOULD BE USED WHILE LEARNING THIS STUNT.
90° angle MS 50 fps	2-3 sec.	Show spotter with entire skill.	THE BEST POSITION FOR THE SPOTTER IS TO THE SIDE AND SLIGHTLY BEHIND THE PERFORMER.
90° angle MS 50 fps	3-5 sec.	Come back down and back to a standing position.	TO COME DOWN FROM THIS STUNT - RETURN THE LEGS TO THE MAT IN THE SAME MANNERS AS THEY WERE PUT IN POSITION.
90° angle MS 50 fps	3-4 sec.	Start in Head Balance position and come down into a forward roll.	A MORE ADVANCED WAY TO COME DOWN IS TO DUCK THE HEAD AND DO A FORWARD ROLL.

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: TUMBLING

PLANNED FOR: Middle and Upper Grades

NO. OF PUPIL PERFORMERS: 2

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - DEAF - BLIND

SITE: Lowman

AREA: Mats on grass

TEACHER: Riccitelli

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS	5 sec. per title		LOGO TITLE GRANT # PLGD. & REC.
45° angle MS	8-10 sec.	Go once thru routine: cross sit rising sun forward roll	A TUMBLING ROUTINE IS A SERIES OF STUNTS THAT ARE ALL LINKED TOGETHER.
		dervish jump backward roll jackknife	THESE BASIC SKILLS ARE COMBINED IN SUCH A WAY THAT THE PERFORMER MOVES UP AND DOWN THE MAT.
45° angle MS	8-10 sec.	Go once thru routine: cross sit rising sun forward roll dervish jump backward roll jackknife	THIS ROUTINE BEGINS WITH A CROSS SIT AND THEN A RISING SUN - A FORWARD ROLL, DERVISH JUMP - A BACKWARD ROLL AND FINISHES WITH A JACKKNIFE.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS	8-10 sec.	Go thru routine: jackknife forward roll the bird push up jump turn	ANOTHER ROUTINE BEGINS WITH A JACKKNIFE, AND CONTINUES WITH A FORWARD ROLL, THE BIRD, A PUSH UP AND A JUMP TURN.
45° angle MS	8-10 sec.	Go thru routine: jackknife forward roll the bird push up jump turn	ONCE YOU'VE LEARNED THREE OR MORE BASIC TUMBLING SKILLS -- TRY PUTTING THEM TOGETHER TO MAKE UP A TUMBLING ROUTINE.

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: FUNDAMENTAL RHYTHMS

PURPOSE: Walking

PLANNED FOR: Pre-School & Primary

NO. OF PUPIL PERFORMERS: 6-8

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - [✓ EH] - DEAF - BLIND

SITE:

AREA:

TEACHER:

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
MS - LS - elevated 18 fps	5 sec. per title	Walking forward for 8 cts. Change direction every 8 cts.	LOGO TITLE GRANT # RHYTHMIC SKILLS WALKING
MS - LS - elevated 18 fps	3-4 sec.	continue above action	THE WALK IS THE MOST BASIC SKILL. WE USE IT TO MOVE ABOUT IN OUR DAILY TASKS.
CU of foot 50 fps 45° angle	4 sec.	Progress forward in normal walk.	THE WEIGHT OF THE BODY IS TRANSFERRED FROM THE HEEL TO THE BALL OF THE FOOT.
CU of foot 90° angle 50 fps	4 sec.	Show weight shift and push-off.	THEN TO THE TOES FOR THE PUSH-OFF FOR THE NEXT STEP.
CU of foot 50 fps straight ahead	2 sec.	Walk - toes pointing straight ahead.	THE TOES ARE POINTING STRAIGHT AHEAD.
MS 50 fps 90° angle or less	4 sec.	Walk with good arm swing.	ARMS SWING FREELY FROM THE SHOULDERS IN OPPOSITION TO THE FEET.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS 18 fps	5 sec.	Walk - straight body and opposition	BODY IS STRAIGHT.
CU - MS 18 fps	3-4 sec.	Walking various directions-eye focus straight ahead.	EYES ARE FOCUSED STRAIGHT AHEAD AT EYE LEVEL.
MS - hips to feet 50 fps 45° angle	4-5 sec.	Show various walks (legs only)	LEGS ARE SWUNG FROM THE HIPS, KNEES BENT ENOUGH TO CLEAR, THE FOOT FROM THE GROUND.
MS - elevated 18 fps	3-4 sec.	Moving in various directions	THERE ARE MANY DIFFERENT WAYS WE CAN WALK.
MS - CU - student level 18 fps	3-4 sec.	... walk fast	WE CAN WALK WHEN WE'RE IN A HURRY.
MS - shoot up 18 fps	3-4 sec.	... tip toes	WE CAN WALK ON OUR TIP TOES.
MS - CU downward angle 18 fps	3-4 sec.	... squat as we walk	WE CAN WALK DOWN LOW.
CU of feet 18 fps	3-4 sec.	... small step	WE CAN WALK TAKING SMALL STEPS.
CU of legs and feet 18 fps	3-4 sec.	... giant steps	AND USING GIANT STEPS.
MS - full body 18 fps	3-4 sec.	... march	WE CAN MARCH TO A DRUM.
MS - elevated	2-3 sec.	... lazy	HOW MANY OTHER WAYS CAN WE WALK.?

S 8mm LOOP FILM OUTLINE

NAME OF FILM: Clap Your Hands

NUMBER OF PUPIL PERFORMERS: 6-8

LEVEL: Middle Grade

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Lokrantz

AREA: Auditorium

DATE OF SHOOTING:

TEACHER: E. Smith

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Elevated shot	LS 18 fps	Small circle of students doing the activity.	LOGO TITLE GRANT # UNIT TOPIC TITLE
Upper Body zoom to hands	MS - CU 18 fps	Clap hand and then grasp hand and squeeze.	CLAP YOUR HANDS AND HOLD THEM TIGHT.
zoom out to entire body	CU - MS 18 fps	Shake hand on left side and then on right side.	SHAKE THEM TO THE LEFT AND SHAKE THEM TO THE RIGHT.
pair 2 or 3 students	MS 18 fps	Put one hand up and the other hand down.	TURN ONE HAND HIGH AND THE OTHER HAND LOW.
zoom in on hands	MS - CU 18 fps	Clap hands and then roll forearms around in a circle.	CLAP YOUR HANDS AND ROLL THAT DOUGH.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
zoom out to upper body	MS 18 fps	Point left elbow toward center of circle and then the right.	PUT YOUR LEFT ELBOW IN - NOW YOUR RIGHT
3/4 view of legs from floor	CU 18 fps	Slap hand on upper knees and then grasp the knees.	SLAP YOUR LEGGS AND HOLD THEM TIGHT
	MS 18 fps	Reach above your head with both hands and then bend over as to touch your toes.	REACH UP HIGH AND WAY DOWN LOW.
			SCATTER ALL THE DUST AND AWAY WE GO.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: RHYTHM CIRCLE

NUMBER OF PUPIL PERFORMERS: LEVEL: Lower Grades

CATEGORY OF PERFORMERS: [✓ OH] - [✓ MR] - EH - Deaf - Blind - MH

SCHOOL: Lokrantz AREA: Blacktop

MATERIALS NEEDED:

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
MS	Run around the circle.	I RUN TO SEE MY FRIEND TODAY.
	Continue running.	I RUN LIKE A REINDEER.
	Stop and knock three times.	I RUN RIGHT TO THE DOOR AND KNOCK.
MS 18 fps	Skip around the circle.	I SKIP TO SEE MY FRIEND TODAY.
	Continue to skip.	I SKIP LIKE A HAPPY CHILD
	Stop and knock.	AND KNOCK.
CU - feet 18 fps	Tiptoe around the circle.	I TIPTOE TO SEE MY FRIEND TODAY.

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
MS 18 fps	Jump around the circle.	I JUMP TO SEE MY FRIEND TODAY.
		I JUMP LIKE A BOUNCING BALL.
MS 18 fps	Hop around the circle.	I HOP ON ONE FOOT TO SEE MY FRIEND TODAY.
MS 18 fps	Gallop around the circle.	MY FRIEND AND I MOUNT MY PONY GREY AND GALLOP -- FAR FAR AWAY.
		HI HO --
	Stop.	WHOA
MS 18 fps	Sit down on ground and rest.	WE SLIDE OFF OF MY PONY
		AND SIT DOWN ON THE GROUND TO REST.
	Sit quietly.	EVERYTHING IS QUIET, EVERYTHING IS STILL.

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
MS 18 fps		MY PONY IS STILL, MY LITTLE FRIEND IS STILL, AND I AM STILL, TOO.
MS - CU Sm. group 18 fps		JUST RESTING AND THINKING
		THEN WHEN I'M NOT EVEN THINKING,
		ALL AT ONCE,
CU - hands 18 fps	Remain seated. Move your thumbs.	MY LITTLE THUMBS KEEP MOVING, MY LITTLE THUMBS KEEP MOVING, MY LITTLE THUMBS KEEP MOVING, TRA LU LU LU LA
MS - CU 18 fps	Move your thumbs and fingers.	MY THUMBS AND FINGERS KEEP MOVING, MY THUMBS AND FINGERS KEEP MOVING
MS 18 fps	Move your thumbs and fingers and hands.	MY THUMBS AND FINGERS AND HANDS KEEP MOVING, MY THUMBS AND FINGERS AND HANDS KEEP MOVING.
MS 18 fps	Stand up.	AND THEN I STAND RIGHT UP.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: German Clap Dance

NUMBER OF PUPIL PERFORMERS: 4

LEVEL: Middle Grades

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Lokrantz

AREA: Auditorium

SHOOTING DATE:

TEACHER: E. Smith
(12 Sec. Sequence)

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Elevated MS - LS	18 fps	Clap 3 times	
Shoot continued for one entire sequence of the dance		Stamp 3 times	
		Shake right hand at partner 3 times	
		Shake left hand at partner 3 times	
		Touch hand and turn in a circle individually.	
zoom from long shot to one couples hands		Clap hands 3 times.	

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
feet and legs only		Stamp 3 times.	
Upper body - 3/4 view of girl		Shake hand at partner 3 times.	
Upper body - 3/4 view of boy		Shake other hand at partner 3 times	
Elevated - MS		Touch hands and turn individually.	
Repeat - Elevated zooming in on detail			

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: Gustof Skoal

NUMBER OF PUPIL PERFORMERS: 8

LEVEL: Middle Grades

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - Deaf - Blind - MH

SCHOOL: Lokrantz

AREA: Auditorium

SHOOTING DATE:

TEACHER: E. Smith
(32 Second Sequence)

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Elevated MS - LS	18 fps	Head couples to center 2 steps, bow and return.	
Elevated MS - LS	18 fps	Side couples to center 2 steps, bow and return.	
Floor level shot 3/4 angle to couples 1 & 4	18 fps	Couples 1 & 2 to center 2 steps, bow, and return.	
		Side couples to center 2 steps, bow and return.	
Elevated MS - LS	18 fps	Side couples form bridge. Head couples to center. Separate and go through close arch and return to own position.	
shoot into center of circle through arch.	18 fps	Repeat with head couples forming arch and side couples through.	

S8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: BREATH CONTROL - SWIMMING

PURPOSE: To learn to control breath in pool, and blow bubbles

PLANNED FOR: Elementary

No. OF PUPILS: 5

CATEGORY OF PUPILS: [✓ OH] - MR - EH - Deaf - Blind

SITE: Shoemaker

AREA: Pool

TEACHER: DePauw

DATE OF SHOOTING: 4/20/72

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATIONS
180° Elevated Angle LS 18 fps	Overlays against background	LOGO TITLE GRANT # SWIMMING SKILLS
45° angle LS 18 fps	4 pupils on step land drill breathing	BREATHE IN THRU MOUTH AND THRU MOUTH AND NOSE.
45° angle LS 18 fps	4 pupils in water - inhale above surface submerge while exhaling. 4-5 sec. cycle. 4 to 6 times.	NOW TRY SUBMERGING AS YOU EXHALE.
180° angle MS 18 fps	Pupils practicing in shallow water, smooth movement up and down.	EACH EXCHANGE OF AIR SHOULD TAKE 4-5 SECONDS.
45° angle CU 18 fps	Head and torso one pupil breathing rhythmically while bobbing.	BUBBLE, BUBBLE, BUBBLE, BREATHE.
180° angle LS 18 fps	Group practicing in shallow water.	PRACTICE UNTIL YOU CAN DO AT LEAST 10 REPETITIONS.

3-7-72

S8mm FILM OUTLINE

SKILL TO BE FILMED - JELLYFISH FLOAT

PLANNED FOR - All Levels

NO. OF PUPIL PERFORMERS - 4-6 boys and girls

CATEGORY OF PUPILS - OH, MR

SITE - Shoemaker

AREA - Pool

TEACHER - DePauw

DATE OF SHOOTING - March 13-17

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
	5 sec. per title		LOGO TITLE GRANT # SWIMMING SKILLS JELLYFISH FLOAT
L/S 3/4 angle	10 sec.	4-6 pupils holding jellyfish float position	THIS IS A JELLYFISH FLOAT.
C/U side angle	6 sec.	1 pupil doing jellyfish float	
M/S front angle	6 sec.	2-3 pupils in water standing hands on knees	TO DO THE JELLYFISH FLOAT, START BY -
C/U		take a large breath through mouth, close mouth and hold air in chest.	PRACTICING TAKING AND HOLDING A LARGE BREATH OF AIR.

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
M/S front view	12 sec.	3-4 pupils take breath while in hands on knees position - then slide hands down toward toes and submerge head - assume float with hands on shins or ankles.	FROM A POSITION WITH HANDS ON KNEES, TAKE A BREATH, SLIDE THE FINGERS DOWN TOWARD YOUR TOES AND LET YOURSELF FLOAT WITH ARMS HANGING DOWN AND HEAD IN THE WATER.
M/S side view	6 sec.	3-4 pupils stand after placing feet on bottom and then raise head. Note: stress getting the feet on the bottom before the head is raised.	TO STAND - STRAIGHTEN THE LEGS - PLACE THE FEET ON THE BOTTOM AND THEN RAISE THE HEAD OUT OF THE WATER.
M/S 3/4 angle		2-3 pupils do jellyfish float - open up to prone float on command, close to jellyfish and stand.	WHEN YOU HAVE LEARNED THE FLOAT IN THE TUCK OR JELLYFISH POSITION, YOU MAY THEN OPEN UP INTO A FACE OR PRONE FLOAT BY STRETCHING THE ARMS FORWARD AND THE LEGS BACK - THEN TUCKING AGAIN AND STANDING.

3-7-72

S8mm FILM LOOP OUTLINE

SKILL TO BE FILMED - BACK FLOAT

PLANNED FOR - All Levels

NO. OF PERFORMERS - 3-4 boys and girls

CATEGORY OF PUPILS - OH, MR

SITE - Shoemaker

AREA - Pool

TEACHER - DePauw

DATE OF SHOOTING - March 13-17

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
	5 sec. per title		LOGO TITLE GRANT # SWIMMING SKILLS BACK FLOAT
L/S 3/4 angle	10 sec.	3-4 pupils doing back float - glide.	THIS IS A BACK FLOAT.
M/S Side angle	10 sec.	2-3 pupils in shallow water. Crouch low in water, bend neck and place back of head in water so that ears are in water.	START LOW IN THE WATER - SIT ON YOUR HEELS - BEND THE NECK AND PLACE THE BACK OF YOUR HEAD IN THE WATER - SO THAT YOUR EARS ARE UNDER -
C/U front	10 sec.	2-3 pupils inhale deeply with head back in water, hold breath and begin to arch body	TAKE A DEEP BREATH THROUGH YOUR MOUTH AND HOLD THE AIR IN YOUR CHEST.

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
M/S 3/4 angle	10 sec.	2-3 pupils arch and float up to surface. Start from very low position one at a time, move feet slightly if necessary.	NOW PRESS UP WITH YOUR HIPS SO THAT YOUR FEET FLOAT OFF THE BOTTOM - YOU MAY MOVE YOUR FEET A LITTLE IF NECESSARY.
M/S	5 sec.	2-3 pupils - arm position extended backward and sideward or at sides.	THE ARMS MAY BE STRETCHED OUT OVER HEAD TO HELP BALANCE THE WEIGHT OF YOUR LEGS.
M/S 18 fps 3/4 angle	12 sec.	2-3 pupils in back float position - bend knees, sit forward and come to a stand - respond on command - one at a time.	TO STAND UP FROM A BACK FLOAT - BEND THE KNEES - TUCK THE CHIN FORWARD TO THE CHEST AND SIT UP - YOUR HIPS WILL SINK AND YOUR FEET WILL COME TO THE BOTTOM.
C/U side 50 fps also 18 fps	8 sec.	one pupil in back float position - bend and draw knees toward hips, sit up and come to a stand.	PRACTICE STANDING UP SEVERAL TIMES SO THAT YOU CAN DO IT EASILY.
L/S 3/4 angle	10 sec.	2-3 pupils back float and back flutter kick - widths or length.	WHEN YOU HAVE LEARNED THE BACK FLOAT, YOU MAY BEGIN TO LEARN THE BACK FLUTTER KICK.

3-7-72

S8mm LOOP FILM OUTLINE

SKILL TO BE FILMED	-	PRONE GLIDE
PLANNED FOR	-	All Levels
NO. OF PERFORMERS	-	4-6 boys and girls
CATEGORY OF PUPILS	-	OH, MR
SITE	-	Shoemaker
AREA	-	Pool
TEACHER	-	DePauw
DATE OF SHOOTING	-	March 13-17

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
	5 sec. per title		LOGO TITLE GRANT # SWIMMING SKILLS PRONE GLIDE
L/S 3/4 angle	10 sec.	Pupils pushing off from wall in rotation - assume glide position arms extended, head down	FLOATING AND GLIDING IS A BEGINNING STEP IN LEARNING THE CRAWL STROKE.
M/S	12 sec.	Pupil takes breath, places face in water - leans forward and pushes off into a prone float position - 3 pupils in sequence repeat action	THE NATURAL FLOATING POSITION WHEN FLOATING IN A FACE DOWN OR PRONE POSITION IS WITH THE FACE UNDER WATER.
C/U front	12 sec.	3 pupils each take breath, put face in water and push off one after the other.	TAKE A BREATH, PUT THE HEAD DOWN, PUSH OFF WITH ONE OR BOTH FEET AND FLOAT FORWARD WITH THE ARMS EXTENDED

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
L/S angle	10 sec.	pupils - regain footing and stand up, emphasize bending knees, placing both feet on bottom, then pressing down with arms and raising the head	TO STAND UP, BEND THE LEGS - PULL THE KNEES UP UNDER THE BODY - THEN PUT YOUR FEET ON THE BOTTOM - PRESS DOWN WITH YOUR ARMS AND RAISE THE HEAD -
M/S 3/4 angle	10 sec.	3 pupils execute move in sequence camera picks up pupil in glide position and shows technique for standing up	
M/S side	10 sec.	pupils glide away from camera and then stand emphasize shoulders under water - low position	THE GLIDE IS ALWAYS STARTED FROM A LOW POSITION IN THE WATER -
L/S 3/4 angle	12 sec.	3-4 pupils push off, glide and then flutter kick. sequenced - start -	WHEN THE PRONE GLIDE HAS BEEN LEARNED, BEGIN WORKING ON THE FLUTTER KICK.

3-6-72

S8mm LOOP FILM OUTLINE

SKILL TO BE FILMED - KICKING

PLANNED FOR - All Levels

NO. OF PERFORMERS - 4-6 boys and girls

CATEGORY OF PUPILS - OH, MR

SITE - Shoemaker

AREA - Pool

TEACHER - DePauw

DATE OF SHOOTING - March 13-17

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
	5 sec. per title		LOGO TITLE GRANT # SWIMMING SKILLS KICKING
L/S 4-5 pupils 3/4 angle		land drill - sitting on ledge kicking.	FLUTTER KICKING IS AN UP AND DOWN MOVEMENT OF THE LEG
M/S 1 pupil side view		show hip to toe, legs moving	
L/S		pupils move down onto first step prone	
	10 sec.	Position - with legs extended - kicking in rhythmic style.	EXTEND THE ANKLE AND MOVE THE LEG FROM THE HIP

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
M/S Side view	10 sec.	Legs - kicking in water.	THE KNEE SHOULD BEND SLIGHTLY WHILE KICKING
L/S 3/4 angle	10 sec.	Pupils glide and kick, across pool. Peel off one at a time, left to right.	LEGS SHOULD BEGIN KICKING AS SOON AS FLOATING POSITION IS REACHED.
M/S Follow action across the pool		Pupils push off and glide and kick across the pool.	KEEP THE KICK UNDER WATER AND THE FEET CLOSE TOGETHER.
L/S Rear shot		Pupils glide and kick across pool - away from camera Go singly -	
C/U 3/4 angle	10 sec.	Pupils push off and kick across one at a time	MOVE THE LEGS SMOOTHLY - AT A COMFORTABLE SPEED - KEEP THE FEET JUST UNDER THE SURFACE OF THE WATER PRACTICE AND INSTRUCTION WILL DEVELOP A STRONG KICK.

3-7-72

S8mm LOOP FILM OUTLINE

SKILL TO BE FILMED - BEGINNING STROKE

PLANNED FOR - All Levels

NO. OF PERFORMERS - 4-6 Boys and Girls

CATEGORY OF PUPILS - OH, MR

SITE - Shoemaker

AREA - Pool

TEACHER - DePauw

DATE OF FILMING - March 13-17

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
	5 sec. per title - 25 sec.		LOGO TITLE GRANT # SWIMMING SKILLS BEGINNING STROKE
L/S	10 sec.	3-4 pupils glide - kick - arms from steps at north end of pool one at a time, swim length. Stress sequence glide-kick-swim	WHEN THE KICK HAS BEEN LEARNED, THE ARM STROKE MAY BE ADDED.
M/S 3/4 angle	5 sec.	1 pupil - swimming length - use slow nearly straight arm stroke - swim from steps to middle of pool.	USE YOUR ARM LIKE A PADDLE IN A BOAT. DIP IT IN THE WATER - PULL YOURSELF FORWARD THEN LIFT IT OUT OF THE WATER WHILE YOU PULL WITH THE OTHER ARM.

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
C/U 3/4 angle	5 sec.	one swimmer - arm action - swim from steps - to middle of pool.	THE ARM MOVEMENTS MAY BE LEARNED OUT OF THE WATER. KEEP THE ARMS STRAIGHT AND MOVE FROM THE SHOULDER.
M/S Front view	10 sec.	3-4 pupils land drill for arm stroke - at end of pool -	
M/S 3/4 angle	10 sec.	3-4 pupils water drill for arms in water waist deep -	GET THE FEEL OF PULLING IN THE WATER BEFORE YOU TRY IT WITH YOUR KICK
L/S Side angle	10 sec.	3-4 pupils glide, kick, add arm stroke, keep head down	ALWAYS START THE KICK FIRST, THEN ADD THE ARMSTROKE.
		Slow easy arm stroke - Swim 1/2 length.	THE ARM MOVEMENTS ARE MUCH SLOWER THAN THE KICK.
M/S 3/4 angle	10 sec.	pupil swims length.	LET THE BODY TURN IN THE WATER TO HELP WITH THE STROKE LEAN A LITTLE ON THE ARM THAT IS PULLING AND THEN ROLL OR TURN TO THE OTHER SIDE AS IT IS TAKEN OUT OF THE WATER FOR THE NEXT STROKE.

INSTRUCTIONS FOR CAMERA	TIME	INSTRUCTIONS FOR PUPILS	NARRATION
C/U		2 pupils swim length - stress arm movement and easy clean entry of hand.	PLACE THE HAND IN THE WATER CAREFULLY _
L/S	8 sec.	Pupils swimming widths.	DEVELOP SKILL IN USING THE KICK AND THE ARMS AND YOU WILL HAVE A BEGINNING STROKE.

S 8mm LOOP FILM SCRIPT

NAME OF FILM: BACK STROKES AND SURFACE DIVE

NO. OF PUPIL PERFORMERS: 4

LEVEL: Middle Elementary Grades

CATEGORY OF PERFORMERS: [✓ OH] - MR - EH - DEAF - BLIND - MH

SCHOOL: Shoemaker

DATE:

TEACHER: Karen DePauw

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
			LOGO GRANT # TITLE SWIMMING SKILLS
M/S 45° angle 25 sec. Pan L-to-R Zoom to CU and follow	18 fps	From a crouch - assume back float and swim length using elementary backstroke.	ELEMENTARY BACK STROKE USES THE ARMS AND LEGS TOGETHER. IT IS AN EASY STROKE TO LEARN. FROM A BACK FLOAT POSITION, BEND THE ARMS AND LEGS WITH THE FEET AND HANDS MOVING OUT TO THE SIDES. THEN PULL THE LEGS BACK TOGETHER AND THE HANDS TO THE HIPS - THEN GLIDE.
M/S 45° angle 8 sec. Pan R-to-L	18 fps	Swim back crawl one length.	FOR THE BACK CRAWL, USE A FLUTTER KICK AND LIFT THE ARMS BACK OVER THE HEAD AND PULL TO THE SIDE, ONE AT A TIME.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
M/S 38 sec.	18 fps	4 pupils use plastic ring for surface diving. Throw ring in water, recover - then throw again for next pupil. 2 repetitions.	OBJECTS CAN BE PICKED UP FROM THE BOTTOM OF THE POOL IF YOU LEARN TO SURFACE DIVE. TO SURFACE DIVE, TAKE A BIG BREATH AND HOLD IT. THEN PUSH OFF WITH THE HEAD DOWN UNTIL YOU SEE THE PLASTIC RING. OF COURSE, YOU MUST KEEP YOUR EYES OPEN IF YOU ARE TO FIND THE RING QUICKLY. BRING THE RING BACK AND THEN TOSS IT IN FOR THE NEXT DIVER.
M/S 18 sec. Pan L-to-R	18 sec.	One pupil swims length back crawl	THE BACK CRAWL USES A FLUTTER KICK AND AN OVER ARM PULL - LIFT THE ARM STRAIGHT UP AND THEN PULL TO THE SIDE.

S8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: ENDURANCE RUNNING

PURPOSE: To learn a technique of running in place to increase endurance.

PLANNED FOR: Elementary and Secondary

No. OF PUPIL PERFORMERS: One

CATEGORY OF PUPIL: OH - MR - EH - [✓ Deaf] - Blind

SITE: Marlton Secondary

AREA: Playground

TEACHER: Hallburn

DATE OF SHOOTING: 3/8/72

INSTRUCTIONS FOR PHOTOGRAPHER	INSTRUCTIONS FOR PUPILS	NARRATION
180° angle LS	Title overlays, with boy running in place.	LOGO TITLE GRANT # PHYSICAL FITNESS
90° angle LS 18 fps	Boy running in place.	RUNNING DEVELOPS ENDURANCE.
90° angle CU 18 fps	Show arm pumping action.	RUN WITH ELBOWS BENT.
90° angle CU 18 fps	Show leg action - hips down.	RAISE KNEES HIGH.
180° angle LS 18 fps	Show speed change slowly 5-8 sec. then fast - then slow.	RUN SLOWLY, THEN FAST. RUN SLOWLY TO REST, THEN FAST. SEE HOW LONG YOU CAN RUN EACH DAY.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: ENDURANCE

SKILL TO BE FILMED: Jumping Jacks

NUMBER OF PUPIL PERFORMERS: 3 LEVEL: Secondary Boys

CATEGORY OF PERFORMERS: OH - MR - EH - Deaf - Blind - MH

SCHOOL: Marlton AREA: Grass and Blacktop

MATERIALS NEEDED: Mats

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS	5 sec. per title		LOGO TITLE GRANT # PHYSICAL FITNESS ENDURANCE
45° angle MS-LS	4-5 sec.	Running in place with elbows bent.	IN ORDER TO DEVELOP GENERAL ENDURANCE - YOU MUST DO A LITTLE MORE EACH TIME YOU DO AN ACTIVITY.
MS-LS 18 fps	2-3 sec.	4 doing jumping jack in line.	TO DO JUMPING JACKS
MS-CU 18 fps	2-3 sec.	Stand tall arms at sides feet together.	STAND TALL.
MS-CU 50 fps	4-6 sec.	Do 3 - 4 jumping jacks in place.	JUMP IN A WIDE STRIDE POSITION, AND FLING ARMS UP SIDEWARDS, TOUCHING HANDS OVERHEAD. JUMP, FEET TOGETHER AND ARMS AT YOUR SIDES.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: ENDURANCE

SKILL TO BE FILMED: Grasshopper

NUMBER OF PUPIL PERFORMERS: 2 LEVEL: Secondary Boys

CATEGORY OF PERFORMERS: OH - MR - EH - [✓ Deaf] - Blind - MH

SCHOOL: Marlton AREA: Blacktop and Grass

MATERIALS NEEDED: Mats

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle MS	5 sec. per title		LOGO TITLE GRANT # PHYSICAL FITNESS ENDURANCE
45° angle MS-LS	4-5 sec.	Running in place with elbows bent.	IN ORDER TO DEVELOP GENERAL ENDURANCE - YOU MUST DO A LITTLE MORE EACH TIME YOU DO AN ACTIVITY.
45° angle MS 18 fps	2-3 sec.	4 - 6 pupils do grasshopper in a line.	THE GRASSHOPPER IS DONE BY
90° angle CU 50 fps	2-3 sec.	Squat from a standing position.	ASSUMING A SQUAT POSITION
90° angle CU 50 fps	4-5 sec.	Bend forward place hands	BEND FORWARD AND PLACE YOUR HANDS UNDER YOUR SHOULDERS, JUST IN FRONT OF YOUR KNEES.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle to rear CU 50 fps	2-3 sec.	Extend leg.	EXTEND ONE LEG BACKWARD
Straight ahead CU 50 fps	2-3 sec.	Chest resting on knee.	CHEST RESTING ON FORWARD KNEE.
45° angle to rear MS 50 fps	2-3 sec.	Change legs.	CHANGE LEGS.
45° angle MS 18 fps	3-5 sec.	Continue entire action.	CONTINUE AS LONG AS POSSIBLE.

SUPER 8mm LOOP FILM SCRIPT

NAME OF FILM: BALANCE

SKILL TO BE FILMED:

PURPOSE:

NUMBER OF PUPIL PERFORMERS: LEVEL: Intermediate

CATEGORY OF PERFORMERS: OH - MR - EH - DEAF - BLIND - MH

SCHOOL: AREA:

MATERIALS NEEDED:

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
Straight ahead elevated shot MS-LS 18 fps	5 sec. per title	Stork Stand Balance Board Walk Line Balance Beam	LOGO TITLE GRANT # MTR. & MVMT. BALANCE
continue above	3-4 sec.	continue above	BALANCE IS THE ABILITY TO HOLD A BODY POSITION
STORK STAND			
45° angle MS 18 fps	3 sec.	Show stork stand	STATIC BALANCE IS THE ABILITY TO MAINTAIN A POSITION IN A HELD POSITION, AS IN THE STORK STAND.
90° angle CU - feet 50 fps	3-4 sec.	Move from 2 feet to one	TO DO THE STORK STAND, STAND ON ONE FOOT

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
45° angle CU of arms and upper body 18 fps	2-3 sec.	Fold arms in front of chest	FOLD ARMS IN FRONT OF THE BODY
Straight ahead CU of lower body 50 fps	3-5 sec.	Place elevated foot with sole on calf of the supporting leg	THE OTHER FOOT IS PLACED SO THE SOLE OF THE FOOT IS PLACED AGAINST THE CALF OF THE SUPPORTING LEG
Straight ahead Full body 18 fps	2-3 sec.	Do stork stand with eyes closed	YOU CAN TRY THE STORK STAND WITH YOUR EYES CLOSED
Straight ahead Full body 18 fps	2-3 sec.	Stork stand on opposite leg	NOW TRY THE STORK STAND ON THE OTHER LEG.

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
BALANCE BOARD			
45° angle MS 18 fps	3-4 sec.	Step onto a balance board and balance.	DYNAMIC BALANCE IS MAINTAINING POSITION WHILE ON AN UNSTABLE BASE. THE BALANCE BOARD LETS YOU BALANCE WITH A MOVING BASE
90° angle CU - feet 50 fps	2-3 sec.	Step onto balance board one foot at a time	WHEN STEPPING ONTO THE BALANCE BOARD
Straight ahead very low angle CU - feet 50 fps	3-4 sec.	Step onto balance board one foot at a time	TRY TO CENTER YOUR WEIGHT OVER THE BASE OF MOVEMENT
Straight ahead MS-tripod 50 fps	3-4 sec.	Keep your balance on the balance board	MOVE YOUR BODY AND YOUR ARMS TO HELP YOU WITH YOUR BALANCE

S 8mm LOOP FILM OUTLINE

SKILL TO BE FILMED: Balance - Walking

PURPOSE:

PLANNED FOR:

NO. OF PUPIL PERFORMERS: 2

CATEGORY OF PERFORMERS: OH - MR - EH - [✓ DEAF] - BLIND

SITE: Marlton

AREA: Blacktop

TEACHER: Hallburn

DATE OF SHOOTING:

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
			LOGO TITLE GRANT # PHYSICAL FITNESS
WALK LINE			
45° angle MS 18 fps	3-4 sec.	Walk along a painted line	TO PRACTICE KEEPING YOUR BALANCE WHILE WALKING
Straight ahead MS 18 fps		Standing at the end or corner of a line	START BY PRACTICING ON A LINE
90° angle CU - feet 50 fps	3-5 sec.	place one foot on the line	PLACE ONE FOOT ALONG THE LINE
90° angle CU - width of feet 50 fps	2-3 sec.	place second foot - heel to toe	PLACE THE HEEL OF YOUR OTHER FOOT AT THE TOE OF YOUR FIRST FOOT

INSTRUCTIONS FOR PHOTOGRAPHER		INSTRUCTIONS FOR PUPILS	NARRATION
90° angle MS 50 fps	3-4 sec.	continue walking heel to toe (use arms)	CONTINUE WALKING HEEL TO TOE ALONG THE LINE
45° angle CU - eyes 18 fps	1-2 sec.	walk - keeping eyes straight ahead	TRY TO KEEP YOUR EYES STRAIGHT AHEAD
45° angle MS 18 fps	4-6 sec.	walk heel to toe along line	USE YOUR ARMS TO KEEP YOUR BALANCE
BALANCING AN OBJECT			
45° angle MS 18 fps	3-4 sec.	Vertically balance a wand on your open hand	ANOTHER USE OF BALANCE, IS TO BALANCE AN OBJECT ON YOUR HAND.
Straight ahead MS 18 fps	3-4 sec.	Show how you move your hand to keep the object balanced	THE POSITION OF THE HAND OR FINGERS BEING USED KEEPS THE OBJECT BALANCED.
90° angle CU - upper body 50 fps	3-4 sec.	Start by placing the wand on your hand	USING YOUR FREE HAND - BALANCE THE WAND ON THE FINGERS OF YOUR HAND.
45° angle Zoom from upper body - away 18 fps	3-4 sec.	Balance the wand and keep it balanced as long as possible.	MOVE THIS HAND EASILY AND SMOOTHLY TO KEEP THE WAND IN AN UPRIGHT POSITION.

APPENDIX C

EVALUATION FORMS FOR FILM LOOPS AND TAPE CASSETTES

S8mm Loop Film Evaluation

FILM TITLE____________________

CONTENT EVALUATION	OUTSTANDING	ABOVE AVERAGE	ACCEPTANCE	UNUSABLE
1. ACCURACY OF THE SKILL				
2. USABLE WITH STUDENTS				
3. COULD STUDENTS RELATE TO THIS FILM				
4. SKILL ORGANIZED IN A LOGICAL WAY				
5. AMOUNT OF SLOW MOTION INCLUDED				

COMMENTS:

TECHNICAL EVALUATION				
1. ACCURACY OF COLOR				
2. FOCUS				
3. SHOWS NEEDED PARTS OF SKILL				
4. SHOWING OF SLOW MOTION				
5. SHOWING OF REGULAR SPEED				
6. TITLES				

COMMENTS:

EVALUATOR____________________ DATE____________________

Cassette Tape Evaluation

FILM TITLE________________________

CONTENT EVALUATION	OUTSTANDING	ABOVE AVERAGE	ACCEPTABLE	UNUSABLE
1. ACCURACY OF THE NARRATION				
2. USABLE WITH STUDENTS				
3. CAN STUDENTS RELATE TO THIS NARRATION				
4. NARRATION ORGANIZED IN A LOGICAL WAY				
5. AMOUNT OF NARRATION ON THE TAPE				

COMMENTS:

TECHNICAL EVALUATION				
1. CLARITY OF THE TAPE				
2. EXPLAINS THE NEEDED PARTS OF THE SKILL				
3. TAPE COORDINATED WITH THE FILM				

COMMENTS:

EVALUATOR________________________ DATE________________

APPENDIX D

DIRECTIONS FOR USE OF
FILM LOOPS AND CASSETTE TAPES

SPECIAL EDUCATION BRANCH
PHYSICAL EDUCATION PROJECT
LOS ANGELES CITY SCHOOLS

SUGGESTIONS FOR USE OF TAPE CASSETTES:

These tape cassettes were made to be used alone or with the Super 8mm loop films of the same title. It is suggested that the film at first be used alone by the student. Then the tape cassettes may be used alone and then the two can be used together for a combined audio-visual experience.

INSERT CASSETTE: Insert tape cassette in such a way that the side of exposed tape faces the front and the name of the desired recording is up. Rewind tape so the full hub of tape is on the left, as the tape advance is from left to right.

PLAY: Push selector lever to PLAY position.

VOLUME: Roll volume control knob to adjust playback volume to your preferred listening level.

STOP: Pull the selector lever to STOP position when playback operation is through.

NOTE: **TO INSTALL BATTERIES:**

First press knob of battery room lid downward with your thumb and then slide it toward yourself. Now, the battery room lib can be easily removed.

Insert batteries correctly as indicated in the battery room, avoiding possible confusion of positive (+) side of battery with the negative (-) side.

TO OPERATE WITH AC CURRENT:

To operate with household current (AC), connect AC adaptor, AIWA AC-607 to AC Adaptor jack of this set.

CAUTION: The recording is made on the exposed side of the tape. Handle tape with special care to avoid damage to that surface.

Do Not Touch Tape With Fingers.

SPECIAL EDUCATION BRANCH
PHYSICAL EDUCATION PROJECT
LOS ANGELES CITY SCHOOLS

SUGGESTIONS FOR USE OF SUPER 8mm LOOP FILMS:

The S8mm loop films were designed to be used alone or with the tape cassette recording with the same title.

If the film is used with the tape cassette, the film should be inserted in the viewer and run, and stopped at the logo, the silhouette of the three children. The tape cassette may then be started. The tape cassette will give full instructions for starting the viewer at the correct moment.

These materials have been designed to be used by children for individualized instruction, after instruction in the use of the viewer and player.

1. Open front access door from the top edge and insert film cartridge.
2. Turn the large control knob from OFF to MOVIE position. The movie is on instantly.
3. Focus the picture, by rotating focus control knob to the right or left.
4. Use the frame adjustment knob until film is centered vertically on the screen.
5. Stop the motion by turning the right hand knob from MOVIE to STILL. This stops the action for prolonged viewing. By returning the knob to MOVIE the film will resume movement.
6. Turn the knob to OFF at the end of your viewing. Viewer should always be turned off before removing cartridge.

NOTE: For longer film life do not run any individual cartridge continuously for more than four (4) showings.